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ABSTRACT

The Student Service and Philanthropy Project provides students with opportunities to effect positive change in their communities through leadership. By creating minifoundations, young people are empowered to propose, review, implement, and fund service projects that make a difference. A unique aspect of the program is its assumption that youth are capable of implementing valuable ideas. In semester 1, students engage in activities that promote teamwork, study the history of foundations, develop ideas, and practice leadership and public speaking. In semester 2, they undertake service projects, reflect on them, learn problem solving, and practice journal writing. This guide contains materials to help the students develop their foundations. Lesson-plan formats are provided that combine easy use with maximum flexibility. A list of eight resources is given for additional help. (Contains 9 references.) (SLD)

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ED 372 145

STUDENT SERVICE AND PHILANTHROPY PROJECT

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A Resource Guide for Establishing a Student-Run Foundation

Including

- Team Building
- Values Clarification
- Philanthropy and Foundations
- The Community Search
- Grant Making
- Leadership Training
- Project Supervision and Evaluation
- Reflective Activities

DEVELOPED BY
THE SURDNA FOUNDATION
AND THE NEW YORK CITY
BOARD OF EDUCATION
DIVISION OF HIGH SCHOOLS,
LINDA M. FRANK,
PROJECT DIRECTOR

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About the Surdna Foundation . . .

The Surdna Foundation, with current assets of $400 million, was established in 1917 by John E. Andrus. Born in 1841, Mr. Andrus was a graduate of Wesleyan University. He was a highly successful businessman and investor in pharmaceuticals, real estate, timber and gold mining. A resident of Yonkers, New York, he served that city as mayor and was a four-term representative of his district in the U.S. Congress. He died in 1936.

Surdna's grant-making activities are concentrated in two programmatic areas: environment and community revitalization. The Student Service and Philanthropy Project grant was made because Foundation officials believed students could help make their communities better places to live. Surdna also provides operating assistance to two social service institutions in New York's Westchester County. These institutions, the John E. Andrus Memorial (a retirement residence) and the Julia Dyckman Andrus Memorial (a residential treatment, special education and diagnostic center for emotionally disturbed children), were begun as family initiatives.

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Written inquiries about copies of the Resource Guide may be directed to the Student Service and Philanthropy Project, c/o Surdna Foundation, 1155 Avenue of the Americas, New York, NY 10036. Telephone inquiries may be made to Linda M. Frank, Project Director, at (212) 877-1775.

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The Student Service and Philanthropy Project is the work of many people. Ed Skloot, the executive director of the Surdna Foundation, conceived this wonderful idea and Surdna's board had the wisdom to devote their resources to its development. New York City Schools Chancellor Joseph Fernandez was a strong believer in community service and with the help of his deputy assistant, Stan Litow, we were able to launch the Project in 1991. When the administration of the Board of Education changed in 1993, belief in the importance of community service did not waiver. We are grateful to have Chancellor Cortines's strong support of the project today.

At the Division of High Schools, we have been very fortunate to have Nina Strattner, director of pupil personnel, as our guardian angel. Her belief in and enthusiasm for the project have helped it grow to benefit many young people in New York City. John Humins and Ronnie Solow at the Board have also lent their support to help make it work. The magic in any school program is, of course, the teacher. Working with me in developing this project have been three of the best. Dana Willens, Tom Porton and Jim Mulqueen have worked from the start to make SSPP an exciting classroom experience. We have created new material, as well as drawn upon the work of other organizations in the field of leadership development.

For me, the best part of the program has been getting to know some of the students. Watching their sense of personal worth, competence and confidence blossom as the year unfolded has been a joy. As much as we have taught them, they have taught us more.

A resource guide doesn't get published by one person. In addition to the teachers, Jeanne North has served as editor extraordinaire. Rebecca Lieberman, Angela Solomon and Joann Anand have also provided very valuable support. My thanks to them. You are off on a great adventure with the SSPP Resource Guide. Service can be a transforming experience for all involved, young and old. Please keep in touch and share your adventures with us.

Linda M. Frank, Project Director
March 31, 1994

Empowerment for Youth

The Student Service and Philanthropy Project (SSPP) provides students with an opportunity to effect positive change in their community through this innovative leadership program. By creating mini-foundations, young people are empowered to propose, review, implement and fund service projects that make a difference.

There are three specific objectives of SSPP:

- Students learn about philanthropy and community service through school and direct service.
- Students design, fund and implement concrete plans of action around issues and needs of their community.
- Students share and assess their service experiences and accomplishments as individuals and as team members.

SSPP's uniqueness is its assumption that youth are competent and capable of implementing valuable ideas. The leadership skills they acquire empower them to realize ideas and dreams for their schools and communities. The reality of seeing results from their own decisions and problem-solving skills creates a strong sense of self-esteem and confidence.

Here is how it works:

In Semester One, students

- engage in activities designed to enhance teamwork;
- study the history of foundations and how they work;
- identify community needs;
- develop ideas and projects to solve problems;
- learn grant writing and evaluation;
- practice leadership and public speaking skills.

In Semester Two, students

- undertake community service projects and supervision;
- engage in reflective activities;
- learn problem solving and decision making;
- practice journal writing.

We have observed that the students who participate in the project have come away with a heightened sense of self-esteem, having made a contribution to community life. While running a foundation, students practice leadership skills, learn a great deal about working with others and acquire crucial public speaking and public listening skills. Students have received academic credit for the course as part of their social studies requirement or as an elective.

Educational Focus

The SSPP curriculum is a true service learning experience as defined by the National and Community Service Act of 1990 quoted below:

[This] "educational method. . . 1) helps students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and community; 2) is integrated into the students' academic curriculum or provides a structured time for a student to think, talk, or write about what he or she did and saw during the service activity; 3) provides students with the opportunity to use newly acquired skills and knowledge in real-life situation in their own communities; and 4) enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster a sense of caring for others."

SSPP combines the action of community service with the reflective activities of journal writing and group discussion. That special combination results in a rich education experience that enables students to become active members of their communities with the skills and confidence to get things done.

History of SSPP

The Surdna Foundation and the New York City Public Schools, Division of High Schools, established the Student Service and Philanthropy Project in the fall of 1991. To launch the program, three New York City high schools were chosen—George Washington in Manhattan, James Monroe in the Bronx and Automotive in Brooklyn—for their ethnic diversity and history of community service. In the first full year of the project, the three schools created and implemented 40 community service projects. There were an average of 10 to 15 students in each project who touched the lives of at least two people in the community. Thus the lives of at least 1,800 people were affected by the school foundations that year. Completed projects are listed in Unit III, Lesson Five.

In the fall of 1993, SSPP was expanded to three more schools, and due to the success of the program, SSPP will be instituted in 36 New York City public high schools during the 1994-95 school year.

The Office of Research, Evaluation and Assessment of the New York City Board of Education conducted an evaluation of the Project in the spring of 1994. The principal recommendation of the report was that the project be expanded to as many schools as possible. It stated in its evaluation that "students and school coordinators perceived large benefits for the students. These included the development of skills in leadership, communication, budgeting and analysis, as well as heightened self-esteem and the belief that they could achieve significant outcomes in the real world."

Fund-raising Ideas for Your School Foundation

A foundation is a not-for-profit organization that is funded by a corporation, a family or a community for the purpose of carrying on philanthropic activities. It has money. In establishing a school foundation, you must also develop a source of funding. While fund raising can be difficult, it is often as easy as just asking. And, if the students are doing the asking, the results will be even better. From setting up the appointment to making the presentation and following up with thank-you's, students will be learning important life skills.

Following is a list of fund-raising ideas—many more can be added when a class brainstorms on specific projects:

- Local service organizations such as the Lions, Rotary, Garden Club or Kiwanis may be asked for a major gift that the students could offer to match. The service organization's members might also be invited to speak to the class on subjects relevant to the curriculum or project. This partnership with a community service organization could benefit both the school and the service organization. Student "ownership" of the foundation must, however, always be reinforced.
- Local business people that benefit from the youth market segment—record stores, McDonald's, Burger King, pizza stores or any business near the school—can be asked to donate.
- Students can raise money by selling candy, giving a dance, sponsoring a foundation benefit Run, Walk or Bike-a-thon.
- Penny Harvesting can be very profitable and relatively easy. Large plastic bottles (from water coolers) or garbage cans on wheels can be placed in strategic and secure locations for students and faculty to place their pennies. Students could canvas their neighborhood, spend a day at the mall or on Main Street distributing information about their foundation, or ask their parents to "harvest" at their offices. The "harvest" could begin in October with "save your pennies" posters, with collection in November so that by December the students will know how much money has been raised to fund their projects. A local bank will be happy to come by to pick up unrolled pennies and have them counted by machine. Before that, the students may have to "clean up" the pennies by removing the paper clips, nickels, dimes and even dollars from the jars. (See following page for an article on penny harvesting in Atlanta, and the Resources section for the address of the Common Cents organization.)

Fund-raising activities are an important part of the program. Consider asking the PTA or other service organization in your community to help—the teacher can't organize it all. These activities provide wonderful opportunities for the students to use leadership skills in organizing events and to speak to members of their community about the project. Students participating in SSPP have stressed how much they learned about speaking in public. There is no better way to empower someone than through the gift of public speaking.

Atlanta Constitution
August 7, 1992

Project hopes pennies lead to change

Carter program to benefit from collection effort

By Charles Salter
STAFF WRITER

Atlanta Braves fans attending tonight's game with the Los Angeles Dodgers will get a chance to pitch — pennies, that is.

Fans are urged to empty their piggy banks and milk cartons and bring their pennies to the game to help launch Pennies from Heaven, a campaign to boost former President Jimmy Carter's Atlanta Project.

Braves General Manager John Schuerholz and first baseman Sid Bream will get the drive under way with a pregame ceremony at home plate.

More than 1,000 volunteers and 100 businesses in metro Atlanta are participating in the Pennies from Heaven campaign, which will continue through Sept. 15.

"I know the pennies can make a difference," said Jan Pringle, the public relations executive who came up with the idea. "My first feeling was how appropriate for President Carter, who is such a spiritual person, that it should be called Pennies from Heaven. We call the volunteers the Angel Brigade."

She predicts that more than $100,000 in pennies will be collected.

Mrs. Pringle hopes a Penny Day will be observed in 652 metro Atlanta schools, and collections will be made at stores, office buildings, residential areas, churches and synagogues.

"There are 457,000 public school children in 18 counties. . . . If each kid brought in 10 cents, that's almost $50,000, . . ." Mrs. Pringle said. "This is a grass-roots effort and proves that people helping people can generate real change."

The pennies, which do not have to be wrapped or counted, should be taken to the Wachovia Bank or its 90 bank branches in metro Atlanta.

Pennies may be dropped into Pennies from Heaven barrels at the stadium during the next 17 Braves home games.

"A lot of people want to do something to help the Atlanta Project," said D. Raymond Riddle, president of Wachovia Bank of Georgia. "This gives them the opportunity to do it. . . ."

The money will go to 20 Atlanta Project cluster communities, and their leaders will determine how it will be spent.

"It could be for scholarships, playgrounds, arts programs or whatever they decide," said Dan Sweat, coordinator of the Atlanta Project.

The project targets community problems such as drug abuse, homelessness, juvenile delinquency, teenage pregnancy, high school dropouts, violence and broken homes.

A total of 10,000 milk carton-shaped canisters, each able to hold $12.50 to $25 in pennies, and 100 billboards have been donated for the campaign.

PENNIES FROM HEAVEN
FOR THE ATLANTA PROJECT

Participants in the drive

- Atlanta-Fulton County Stadium during next 17 Braves home games.
- More than 600 metro Atlanta schools.
- Area churches and synagogues, businesses, offices, Atlanta neighborhoods and radio stations. Others are expected to join the drive as it continues.

For more information about the Pennies from Heaven drive, call 222-MONY.

How to Use This Guide

The teacher is a magic ingredient in any resource guide or curriculum and SSPP is no exception. Here the teacher is a coach, helping students run their foundation. While students have ultimate power and voting rights, teachers serve as guides throughout activities, guaranteeing and protecting those rights and maintaining the project's integrity.

The bibliography and resource section of the Guide list material that can be ordered and used for additional help and enrichment. A resource guide cannot stand alone. Lesson plan formats have been designed for easy use and maximum flexibility. In some a "Motivation" is written on the board for students to work on upon entering the classroom

Units One through Four are intended to be done sequentially. Unit Five represents work for the second semester. Unit Four, however, gives leadership activities that may be done earlier in the first semester or as part of second semester work. Every class works at a different speed, so the teacher will be the best judge of when to draw on the Leadership activities. Because the activities are new and different, students are often reluctant to participate in them. They learn to love them and are transformed by them. The activities in the Guide are a mix of new and old, tried and true. A number of handouts are included where appropriate. Teachers are invited to add their own material to make this course an even richer experience.

Some suggestions:

• **Bulletin Board**—Do whatever you must to get bulletin board space in a heavily trafficked area of the school. Pictures of the students in the foundation, their names, grant application forms, deadline dates, lists of projects, pictures of projects and anything else the students may want to display will draw attention to the foundation. A brief description of the foundation and its guidelines and how other students can participate is very important. Have the class choose someone to be the foundation photographer and other students to be in charge of the bulletin board. Remember, this is *their* foundation.

• **Classroom**—There is a lot of group work in this project. Arranging chairs in a circle will lead to more productive group work.

• **Buttons**—These are an inexpensive way of giving students something that draws attention to the school foundation.

• **Foundation Finances**—Money may be kept in a school account or a local bank might donate a checking account that students can manage with the teacher.

• **Groups Outside the School**—Local Scout troops and church groups can also be advised of the work of the school foundation so they may apply for grants.

• **Insurance**—Check your school's policy to be sure that the issue of liability is addressed.

• **Publicity**—Ask for time during your first staff meetings at school to tell

other teachers about SSPP. You need *everyone's* support and enthusiasm to make the project a success. When choosing your students, make sure you select someone for the foundation who also works on the school paper. It will make it much easier to get good publicity.

• **Selecting Class Members**—We had the most success with a mix of freshmen, sophomores and juniors. Seniors have their minds on other things. Another advantage to younger students is that the following year they can develop projects with other students and come to the foundation for funding.

The foundation class should include students who represent different school clubs, teams and other activities. Each of these groups could do a community service project, with the foundation member acting as the youth leader. Because each project must have an adult adviser, it helps to work with existing groups.

• **Scheduling**—Choose students who can stay with the class for two semesters. In the first semester, your class will meet five days a week. For the second semester, we recommend at least two days a week (this class may work best at the end of the day.) Two consecutive days will be easier for the students to remember! Other afternoons during second semester will be spent doing community service. This can be a regular class or an after-school club.

• **Stationery**—One of your students may want to design foundation stationery on the school's computers. It adds another touch of ownership.

• **T-Shirts**—If your budget allows, provide them for all participants. Students love them. You can have a contest to design a logo for the foundation after it has been named and include this on the T-shirt along with a message such as "Youth Can Make A Difference."

The Importance of Teamwork

The Teamwork Unit of the Resource Guide is a very important one. It is here that members of the class will get to know and to trust one another. Depending on the size of your class, you may not get to do all of the exercises. Choose the ones with which you will be most comfortable.

There are two parts to this unit. The first four lessons are meant for the classroom, to help the students get to know one another and practice their public-speaking skills. The second part, numbers five through eight, is for learning cooperation and trust, essential to successful teamwork.

The cooperation and trust-building exercises were done in the pilot project as a day of leadership training with Outward Bound. We have tried to put together a series of activities that will help students bond as a group, and that are enjoyable. The give-and-take, the fun of these activities help to bring people together. We let down our guard and become part of the group as we did as trusting children. These exercises are intended to be fun and from that, the growth of self-esteem and a greater ability to cooperate within a group evolves.

Setting aside a block of time after school or on a Saturday would be great scheduling. Going to a local park or site away from the school makes these exercises a little more special. Additional adults or older students may be needed (depending on the size of your group) to assist with these exercises. You might reach out into your community for "graduates" of Outward Bound-type programs.

Public speaking is a very important life skill. Encourage students to stand and speak to their classmates from the very beginning. Videotaped recordings of the students' presentations would allow class members to review the progress of their work at the end of the year. Some of the exercises in this unit are drawn from *Silver Bullets*, by Karl Rohnke, an excellent source for these types of activities.

About two weeks should be spent on the Teamwork Unit.

Lesson One

Aim Learning About the Members of the Class

Topic Communicating with Others

Motivation First impressions: what do they mean to you?

Instructional Objectives

- Learn the technique of interviewing as a means of getting acquainted
- Learn how to introduce someone to a group of people

Activities

- Introduce the topic. Tell the students they will be paired off to interview each other, then present the person they interviewed to the class in a 1- to 2-minute speech. Interviewers should take notes.
- Discuss the technique of interviewing. Ask the students:
  - What are some different kinds of interviews?
    - (Job interview, interview for TV or a newspaper, oral history interview, interviewing prospective college roommate)
  - For an interview designed to help people get acquainted with one another, what are some important facts to look for?
  - What kinds of questions elicit important and appropriate information about a person? (List them on the board so students can refer to them.)
- Ask students to pair off, and each interviews the other. Interviews should last 3 to 5 minutes. Interviewers should take notes.
- Discuss the art of introducing someone to a group. Ask the students:
  - How does one stand, look, speak, act?
  - What things do you say, what things do you *not* say?
- Students present one another to the class. Presentations should last about 1 to 2 minutes.

Materials

- Paper and pens for taking notes

Conclusions

- Interviews can help people get better acquainted.
- Introducing people to a group is an important way of communicating.

Homework

- Write an introduction for yourself as if you had interviewed yourself and were making the presentation in class.

Note: This lesson is an opportune time to establish guidelines for classroom behavior. Students will be doing a lot of public speaking and audience etiquette needs to be discussed ***now****. Let the students establish the rules and have someone make a poster and post it in the classroom.*

Lesson Two

Aim Learning Each Other's Names

Topic One-minute Speech

Motivation List the names of the students in the class that you know.

Instructional Objectives

- Learn each other's names
- Share something special about ourselves with the class
- Practice public speaking skills

Activities

- Tell the students (in advance) they are to prepare a one-minute speech (stress importance of keeping to time limit) using an object to tell the class something about themselves. Example: a picture of someone, an object that reminds them of a special time in their life, etc. The teacher should participate in this exercise as well.
- On day of speeches, review guidelines for classroom behavior when some one is speaking, established during previous lesson on interviews.
- Assign class member to keep track of time. Give a warning at 50 seconds so student can wrap up his/her talk.
- Discuss what values were mentioned in students' speeches. How have these helped class members to get to know one another?

Pivotal Questions

- Can we learn something about someone in one minute?
- What values were being discussed? Was one mentioned more than others?
- Was the time limit difficult to keep?
- Will this help you remember your classmates' names and who they are?
- What makes us who we are? Is it more than our name?

Conclusions

- The more we know about someone, the easier his/her name is to remember.
- Sharing part of ourselves makes us feel closer to people.
- Keeping comments to one minute is a challenge.

Homework

- Write about two of the speeches that were given and why they were your favorites. Do you want to get to know these people better? Why?

Lesson Three

Aim Demonstrating Something You Know About

Topic Communication

Motivation The teacher will present his/her own 3- to 5- minute demonstration to the class.

Instructional Objectives

- Outline a 3- to 5- minute demonstration speech showing how to prepare/make/fix something they know about
- Demonstrate this skill in 3 to 5 minutes
- Evaluate demonstrations of other students

Activities

- Distribute your own demonstration outline. Scan the outline form with students, making sure all aspects are clear. Explain that the actual demonstrations will take place several days later. Explain that the complexity of the topic will determine the number of steps and/or materials that the students will have to accomplish. Stress that the conclusion of the demonstration must include the finished product.
- Two to three days later, students present demonstrations.
- Distribute evaluation forms to students. Explain that after each demonstration, members of the class will complete the evaluations and give them to the teacher, who will later give them to the demonstrator.

Materials

- Demonstration Outline sheets
- Demonstration Evaluation sheets

(All other materials in demonstrations provided by students)

Conclusions

- Demonstrations require good communication to be effective.
- Evaluating demonstrations is a way of analyzing what makes for good communication.

Homework

- Write a paragraph (50 to 75 words) explaining how you felt before, during and after your own demonstration. Talk about your *feelings* (fear, anticipation, confidence, etc.). Be prepared to share this piece with the class.

Note: This exercise may take too long to do now. Use your own judgment as to whether you use it first or second semester.

Name_____

Lesson Three
Worksheet #1

Demonstration

How to _____

Introduction (Explain how you learned to do this):

Materials:

1. 5.
2. 6.
3. 7.
4. 8.

Steps:

1.
2.
3.
4.
5.
6.

Conclusion:

Your Name_____

Lesson Three
Worksheet #2

Demonstration Evaluation

Topic of Demonstration: How to_____

Name of Demonstrator_____

In one or two sentences, please evaluate the following:

Organization/Preparation

Clarity of Ideas

Presentation (speech/pronunciation/eye contact with audience)

Commendable elements (what I liked about the demonstration)

Things that could have been improved

My rating of this demonstration (1 is lowest, 10 is highest): _____

21

Lesson Four

Aim Being in Touch with Your Feelings

Topic Self-Esteem/Values Clarification

Motivation What three words does the teacher use to identify him/herself?

Instructional Objectives

- Discover identity
- Become aware of feelings and values

Activities

- With students sitting in a circle, introduce the "I Feel . . ." worksheet, explaining that there are no right or wrong answers, only honest answers.
- Students complete sheets (15 to 20 minutes).
- In groups of 3 to 4 people, students discuss their responses. Which feelings were hardest to describe? Why?
- Each group compiles the results of their responses, then shares with the entire group.

Materials

- Two worksheets ("I Feel . . . ," "If I Could Choose to Be . . . ")

Conclusions

- Each person has a unique identity and has values.
- Understanding one's own identity and values—self-knowledge—helps develop self-respect and build character.
- Talking with other people about their feelings and values is a way of getting to know them.

Homework

- Complete worksheet #2 ("If I Could Choose to Be . . ."). Be prepared to share with the class.

Note: On the second day of this lesson, repeat the exercise to evaluate and discuss the results of the second worksheet. Save these worksheets and at the end of the year, have students complete the same forms and let them compare their answers and discuss the results.

Lesson Four

Worksheet #1

I Feel . . .

- When I enter a new group, I feel _____
- When I meet new people, I feel _____
- When I talk with a stranger, I feel _____
- When I enter a strange room, I feel _____
- When I'm in a sports crowd, I feel _____
- When I'm on a busy street, I feel _____
- When I'm in the car by myself, I feel _____
- At the mall, I feel _____
- When a meeting opens, I feel _____
- When a conversation begins, I feel _____
- When a stranger speaks to me, I feel _____
- When a teacher calls on me, I feel _____
- When I first meet people, I feel _____
- When I meet people on the street, I feel _____
- When I stand up before a large group, I feel _____
- When I'm in a new group, I feel most comfortable when _____
- When I'm in a new group, I feel most helpful when _____
- I feel most clumsy when _____
- I feel what I am doing with my life is _____
- How do I feel about what I need to learn? _____
- How do I feel about what I am trying to teach others? _____
- How do I feel about where I am headed right now? _____
- What should I change? _____
- And what do my answers say about me? _____

Lesson Four

Worksheet #2

If I Could Choose to Be . . .

- an animal, I would be _____ Why? _____
- a country, I would be _____ Why? _____
- a cartoon, I would be _____ Why? _____
- a year _____ • a decade _____ • a century _____ Why? _____
- a flower, I would be _____ • a smell, I would be _____ Why? _____
- a bird, I would be _____ Why? _____
- a sign, I would be _____ Why? _____
- a tree, I would be _____ Why? _____
- a shoe, I would be _____ Why? _____
- a food, I would be _____ Why? _____
- a song, I would be _____ Why? _____
- a TV show, I would be _____ Why? _____
- an author, I would be _____ Why? _____
- a sound, I would be _____ Why? _____
- a book I would be _____ Why? _____
- a color, I would be _____ Why? _____
- a movie, I would be _____ Why? _____
- an insect _____ Why? _____
- a hero, I would be _____ Why? _____
- a material, I would be _____ Why? _____
- a car, I would be _____ Why? _____
- a building, I would be _____ Why? _____
- a taste, I would be _____ Why? _____
- a friend, I would be _____ • a parent, I would be _____ Why? _____

Lesson Five

Aim Putting Yourself on a T-Shirt

Topic Values Clarification

Motivation What is your favorite T-shirt design? Why do you like it?

Instructional Objectives

- Create a personalized T-shirt
- Clarify the values that creation reflects
- Defend the choice of design

Activities

- Discuss what goes into designing a T-shirt reflecting one's personality, thoughts and ideas. Ask the students:
  - What steps would be taken to design it?
  - What elements of the self would it include?
  - What color would it be?
  - What would it look like?
- Hand out worksheet with T-shirt outline and give students 10 to 15 minutes to fill in their designs. Monitor their progress.
- When designs are completed, individual students share those with the class and explain how they decided on those designs.

Materials

- T-shirt worksheet, pens, pencils, crayons, collage materials

Conclusions

- It is important to understand oneself.
- Clarifying one's own values is a first step to understanding oneself.
- A T-shirt that reflects one's values is an honest statement about oneself.

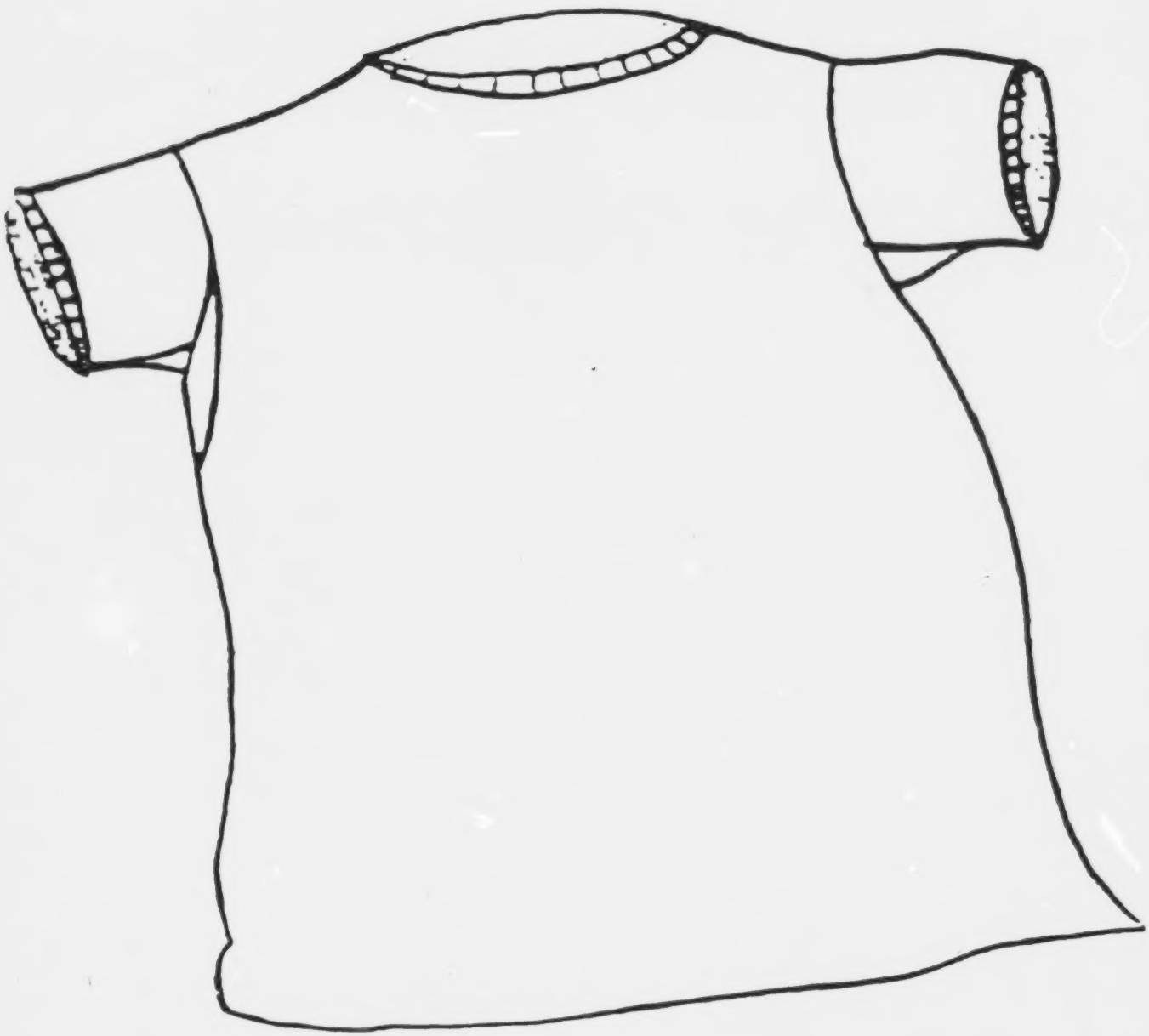
Homework

- On a blank T-shirt worksheet, create a T-shirt that will reflect what you hope to accomplish in this class during the next months.

Note: This exercise could also be done in the Foundation unit to help students develop a focus for their foundation. Their logo could be put on a foundation T-shirt.

Lesson Five

Worksheet #1



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Lesson Six

Aim Knowing Everyone's Name

Topic The Name Game

Motivation Who knows everyone's name?

Instructional Objectives

- Learn the names of students in the class
- Have fun

Activities

- Discuss why it's important to know people's names.
- Have each student introduce himself/herself.
- Divide the group into 2 teams. You will need 2 volunteers to hold the divider (described below).
- Each group sits on the floor facing the other group. The divider is held up between them so they cannot see one another.
- The teams choose a member to sit in the front of the group, behind the divider.
- On the count of 3 the divider is dropped and the first person to say aloud the name of the other wins. Only the 2 sitting in front can say the name.
- The loser goes to join the other team. The team with the most members at the end wins.

Materials

- An opaque, blanket-sized sheet or other fabric to be used as the divider.

Pivotal Questions

- How does it make us feel when someone remembers our name? Or doesn't remember ?
- Are there tricks to helping us remember names?

Conclusions

- People's names make them special and unique and we should make an effort to learn them.

Lesson Seven

Aim Developing Trust (1)

Topic Blind Walk

Motivation Whom do you trust?

Instructional Objectives

- Learn to trust someone
- Take responsibility for someone's safety

Activities

- Discuss what it is to be trustworthy and to trust someone. List characteristics of trustworthy people. Ask the students whom they trust.
- Assign pairs of students—boy/girl if possible—and give each pair a blindfold.
- Explain that you will be going for a walk and that the sighted member of the pair is responsible for leading and alerting his/her partner about what is underfoot. Show them, with you as the sighted member of the team, how to communicate with their partners. Stress gentle communication!
- Choose a path in and out of the school, if possible; up and down stairs; in an out of cardboard boxes; under and over things. Make it varied but not too difficult.
- When the first group has finished, exchange the blindfolds and have the next group take a turn. If possible, vary the route.

Pivotal Questions

- What were some of the feelings you had as a leader and a blinded follower?
- How did you communicate with one another?
- How do you feel now toward your partner?

Materials

- Blindfolds: these can be made from black plastic garbage bags. Cut strips 5" by 30". If you use the thin plastic bags, you will have to double them for adequate thickness. Cutting a 5" strip off the top of a bag may give sufficient thickness and length.
- Boxes and other obstacles: may be added at your discretion.

Conclusions

- We can build trust with people by working with them.
- Leading is a big responsibility.
- It's good to have people around you whom you can trust.

Homework

- Write about the person you trust the most.
- When did you need to trust someone?
- How do we learn to trust someone?

Note: Emphasize safety guidelines so that no one is hurt. If this doesn't go well, it will break down the trust in the group.

Lesson Eight

Aim Developing Trust (2)

Topic Running Blind

Instructional Objectives

- Learn to trust one another
- Work as a team
- Take direct responsibility for another's safety

Activities

- Have a student stand at one end of a basketball court with his/her back to the wall. The person should assume the hands-up/palms-out, protect-yourself position.
- Student is either blindfolded or has promised to keep his/her eyes closed and will be asked to jog toward the opposite wall at a steady unchanging pace.
- Most of the remaining students are spread out in a flanking line with their backs to the wall that the blindfolded jogger is approaching. The job of these spotters is to use their hands to stop the jogger before he/she encounters the wall.
- Place a few spotters 3/4ths of the way down the court on the sidelines to prevent wildly disoriented joggers from going into the wall or bleachers. Don't ignore this suggestion: disorientation happens.
- Don't allow any fooling around by the spotters. Trust is a fragile commodity and is easily broken. Ask the spotters to be as quiet as possible.

Note: Let each student take a turn to be blindfolded and "run blind."

Pivotal Questions

- How did it feel to be blindfolded? Did you trust your classmates to do their part?
- How did it feel to be a spotter?
- How do we feel when people trust us to do important jobs?

Materials

- Blindfolds: clean cloths or strips from a dark plastic garbage bag will do. Each strip should be 5" by about 30".

Conclusions

- We can be responsible for one another.
- We can learn to trust fellow students by working with them.

Homework

- Write a short story about a group of students who end up in a situation where they must trust one another. These can be shared in class.
- Write several paragraphs on how team sports rely on trust.

From *Silver Bullets*, by Karl Rohnke. Used with permission.

Lesson Nine

Aim Learning Group Cooperation

Topic Everybody Up!

Instructional Objectives

- Learning group cooperation
- Having fun

Activities

- Ask 2 people of approximately the same size to sit on the ground (gym floor) facing one another so that the bottoms of their feet are opposed, knees bent, and hands tightly grasped.
- Ask the duo to try to pull themselves from this position into an upright standing position.
- After their success, have each pair seek another partner to try standing up with 3 people, then 4, etc., until the entire group eventually makes an attempt.
- Criteria for a successful attempt are: 1) hands grasped so that an "electrical current" could pass through the group; 2) foot contact with the same aim of electrical conductivity; 3) all derrières off the ground at the same time.
- An expanding group will soon find that the seemingly logical circular configuration of bodies cannot be continued beyond 8 or so. A change of thinking (initiative) must be employed to come up with a solution that allows large numbers (50 or more) to complete the problem.
- If the group is high from the experience and feels good about their effort and themselves, then they did it right.
- This can also be done back-to-back. Do *not* allow interlocked arms for safety reasons (shoulder dislocation possibilities).

Pivotal Questions

- What did you learn about working together?
- Was there a leader? A number of leaders?
- Was the activity hard to do? Why?
- Why did it work?

Conclusions

- Working together we can solve problems.
- Everyone has to do his/her part for the project to be a success.

From *Silver Bullets*, by Karl Rohnke. Used with permission.

Foundations

"Foundation" is not a household word for most teenagers. Still, more and more athletes and rock superstars do give some of their millions to charity by establishing foundations. The Magic Johnson Foundation and the Arthur Ashe Foundation are ones students will probably be familiar with, and such names may offer a good jumping-off point for a discussion about foundations. From the first foundations in ancient Egypt and Greece, the institution has played an important role in making our communities better places to live. Foundations are really about people helping people.

Developing the school foundation that the students will run is the focus of the work over the next month. In finding a direction for their own foundation and planning its activities, students will be practicing their leadership and public speaking skills. Through small group and class discussion, they must resolve their differences and create a plan of action. The additional responsibility of raising funds for their foundation will make this a very busy time. Reaching out to the community organizations and individuals will make this a challenging time, but one we hope will capture the students' interest.

The teacher is the coach. The students must do the planning, and in doing so, they feel the ownership of the foundation. It is important that everyone understands that from the very beginning. The teacher must constantly ask him/herself, Am I doing or saying too much? Are the students making the decisions? Discuss this with the students in the beginning so they will be sensitive to keeping the ownership in *their* hands.

Lesson One

Aim Values Clarification

Topic Lottery Prize

Motivation You have just won $500,000. What will you do with it? You can only keep half of the money. The rest must be given away to organizations that help others.

Instructional Objectives

- Examine our individual values
- Practice public listening skills
- Develop public speaking skills

Activities

- Brainstorm* for the names of different types of organizations that help others in the community, or the groups of people that need help.
- Students should describe what they will do with the money that they keep and to whom they will give the rest of it, and why.
- Each student will stand up in front of the class and describe in under a minute how he/she plans to dispose of the money.

Pivotal Questions

- Is there a right or wrong way to spend (allocate) this money?
- How would it make you feel to give that much money away?
- Does how we spend our money say something about us and what we value?
- Were there common threads in the giving patterns?
- What were some of the common values reflected?

Conclusions

- Charitable giving is a reflection of our value system.
- Giving makes us feel good about ourselves.

**Brainstorming is a technique used to generate a lot of ideas in a short time. Take only 2 to 4 minutes, with someone recording on the board ideas that are called out. There are no wrong ideas and no criticism is allowed. At the end of the allotted time, review and evaluate the responses.*

Homework

- If someone gave you $50,000 to give away to at least 3 different organizations, would it be hard for you to do alone? What problems would this present? Where could you get help?

Note: Students may not be able to answer these questions. That's okay. The lesson opens the way to introduce foundations.

Lesson Two

Aim Understanding the History of Foundations and the Role Individuals Played in their Development

Topic Foundations and Individuals

Motivation Why do you know the name Rockefeller? What is a Rhodes Scholar?

Instructional Objectives

- Learn about the history of foundations
- Understand the role individuals have played in the development of foundations
- Practice public speaking skills by presenting brief oral reports

Activities

- Distribute the Foundations and Their History handout. Students read it silently or one student may read it aloud.
- Discuss what some of the social problems of the 1800's might have been. Teacher will lead discussion.
- Divide the class into groups of 4 students and assign each group a topic from the Pivotal Questions.
- Have each group report back to the class at the end of the period.

Pivotal Questions

- What does the presence of foundations in ancient Greece and Egypt tell us?
- What role did the Catholic church and other religious organizations play in the community then and now?
- What do you think motivated Andrew Carnegie? Why did other wealthy people follow his lead?
- Have you ever given your time or money to an organization that helps others? How did that feel?

Conclusions

- There has always been a need for people to help one another.
- Foundations and charitable organizations were created to fill that need.

Homework

- These topics might be developed into a research paper for the term. Or, because there are always people behind philanthropy and service, students might prepare a book report on a biography of such an individual.

Lesson Two

Worksheet #1

Foundations and Their History

Foundations are organizations that give money to social service agencies to assist those in need, to museums to help insure that a community's cultural life continues, or to medical research to help find cures for disease. "Sesame Street" was funded by foundations when it started out. Literacy and drug abuse programs in your neighborhood get part of their funding from foundations. And in the field of science the discovery of penicillin and the laser beam were the result of scientists receiving grants from foundations to finance their research.

"The earliest foundations appeared in ancient Egypt and the city-states of ancient Greece. The Greek philosopher Plato established a fund to support his academy. Many Roman emperors set up municipal foundations for the relief of the poor. During the Middle Ages, the Roman Catholic Church administered many private funds used to support hospitals, schools and other charitable causes.

"The United States had few foundations before the Civil War. In 1790 Benjamin Franklin's will established funds for the poor in Boston and Philadelphia. In 1846, the Smithsonian Institution was founded with funds left by the scientist James Smith, 'for the increase and diffusion of knowledge among men.'

"The Peabody and Slater funds became the first modern foundations in the United States. George Peabody, an American banker, founded the Peabody Foundation in 1867. John Fox Slater, a manufacturer, founded the Slater Fund in New York in 1882. Together they created the funds to aid education in the South following the Civil War. Andrew Carnegie, one of the greatest steel manufacturers in the United States, spread the idea in the early 1900's that people with large fortunes should devote part of their wealth to the betterment of humanity. Carnegie established many foundations, including the Carnegie Endowment for International Peace. Many other wealthy people, such as Andrew W. Mellon and the Rockefeller and Ford families, established their own foundations. The number of foundations in the United States has increased steadily in recent years. Extremely high incomes and inheritance taxes have been a significant factor in promoting this growth."

—*The World Book Encyclopedia*, 1983, Vol. 7, page 371

Famous Philanthropists

James B. Duke
Andrew Carnegie
The Field Family
The Ford Family
The Guggenheim Family
W. K. Kellogg
Andrew Mellon
George Peabody
Cecil John Rhodes
John D. Rockefeller
John D. Rockefeller, Jr.
Julius Rosenwald

Lesson Three

Aim Learning Foundation Vocabulary

Topic The Vocabulary of Foundations

Motivation What is a community foundation?

Instructional Objectives

- Become familiar with foundation vocabulary
- Assist each other in learning
- Practice public speaking skills

Activities

- Introduce the vocabulary list, discussing each word.
- Pair off students so they may quiz each other on word meanings.
- Each team writes a paragraph about its school foundation and how it will work. (Not all the words will be used.)
- Students present their paragraphs to the class and correct any words that have been misused.

Pivotal Questions

- What other subjects have "special" vocabularies?
- What type of foundation is most like our school foundation? Why?
- Does working together help us learn? How?
- Did you find writing something with someone easier or harder than writing alone?

Conclusions

- Working together can make learning and doing things easier and more productive.

Homework

- Study vocabulary words for a test the next day.

Lesson Three
Worksheet #1

The Vocabulary of Foundations

(Adapted from *Foundations: The People and The Money*)

Assets—Financial holdings of a foundation, which, through investments, may provide some or all in its income for grant making.

Board of Trustees (or Directors)—The governing and policy making body of a foundation. Your whole class may play this role, or you may elect a smaller group as trustees or directors.

Charity—An institution or fund helping the needy.

Community Foundations—Foundations operated to benefit a specific community or region. They are supported by a variety of donors, some of whom establish specific named funds within the foundation. They are usually administered by a governing body or distribution committee representative of community interests. There are about 300 community foundations in this country. Example: The New York Community Trust is the community foundation for metropolitan New York City. Your student foundation is similar to a community foundation because its money stays in the community.

Corporate Foundations—Foundations created and funded by businesses, but legally separate from the sponsoring corporation. Corporate (or company) foundations are generally managed by a Board of Directors composed of corporate officials. They receive funds from the parent company that are "passed through" to nonprofit organizations. Their "giving" programs often focus on communities where the company has operations, and on research and education in fields related to the company's business. Ben & Jerry's Ice Cream has a foundation funded by part of the company's profits.

Endowment—Stocks, bonds, property and funds given permanently to a foundation so that it may produce its own income for grant making. Your student foundation will have to raise funds for its endowment each year, and each year you will give it all away.

Foundation—A nongovernmental, nonprofit organization established to further social, educational, religious or other charitable activities by using its funds (generated by previous investments) to promote various initiatives that reflect the goals or values of the philanthropists; a foundation

usually solicits grant proposals and selects winners in accordance with its policies, priorities and focus, and evaluates the implementation of the projects funded. While some grants are given for only one or two years, others are conceived as seed money to germinate and generate other funding sources.

Grant—A contribution of money made by a foundation to a nonprofit organization, institution, group or individual to accomplish a specific or general purpose.

Nonprofit organization—One in which the purpose is service to society rather than profit. (McDonald's is a for-profit corporation. The March of Dimes is a nonprofit organization.)

Philanthropy—The effort to increase the well-being of mankind, as by charitable donations. Love of mankind. A charitable action or institution.

Private Foundations—Foundations with an endowment generally derived from an individual, a family or a group of individuals. They may be operated by the donor or members of the donor's family, or they may have a independent board of trustees or directors. Eight out of ten foundations in this country are private foundations. Example: Rockefeller Foundation, Surdna Foundation (established by the Andrus Family).

Program Officer—Staff member in a foundation or corporation who is responsible for screening grant applications, researching organizations seeking funds, reviewing proposals and making recommendations to the board or contribution committee. A committee of students will play this role in the student foundation.

Project Director—Staff member responsible for overseeing a specific project, providing technical assistance and support so that the project "happens." Each student will be assigned to act as Project Director on an approved community service project.

Proposal—Written request for a grant or contribution. Proposals usually outline why the grant is needed, the purpose it will serve, the plan for meeting the need, the amount of money needed, and background about the applicant. A sample grant application can be found in the Guide.

Site Visit—Fact-finding visit by a grant maker to an organization that has applied for funding. Where appropriate, students may make visits before awarding grants.

Lesson Four

Aim Learning About Nonprofits and Foundations in Your Community

Topic Gathering Resource Information

Motivation What's a "nonprofit"?

Instructional Objectives

- Learn to use the Yellow Pages
- Acquire information on nonprofits
- Develop telephone skills
- Practice public speaking

Activities

- Discuss nonprofits (McDonald's versus March of Dimes).
- List nonprofits that students know of in the neighborhood.
- Hand out Xerox copies of the Yellow Pages covering (1) Social and Human Services and (2) Foundations
- Discuss what an annual report might tell you.
- Role-play making phone calls to these organizations to request an annual report (they should probably call two to make sure they get one).
- Have students choose two nonprofits or foundations to call (try to avoid duplication).
- Students will present a brief talk about the organization as well as a written report at a later date.

Pivotal Questions

- What is the difference in the roles of a nonprofit and a for-profit organization?
- What do we want to know about these organizations?

Materials

- Copies of the Yellow Pages. These can be shared.

Conclusions

- Our communities have many resources to help people.
- We can collect information that can be used to help us in the future.

Homework

- Make phone calls and prepare speech based on annual report when it is received.

Lesson Five

Aim Establishing a Timeline

Topic Development of a Timeline with Deadlines, etc., to Budget Time

Motivation Construct a timeline of your own life showing about six important events/dates in your life; also indicate three such events that you project into your future.

Instructional Objectives

Students will be able to

- construct timelines to show important dates and occurrences in their own lives;
- discuss the use of timelines and the representational value of the time interval (analogous to scale of miles on a map);
- list main jobs of the foundation and time frame for these (elect officers, set focus and publicize existence, establish grants, selection and notification process, prepare awards reception; in second semester, implement and supervise grants, set seminar goals, evaluate budgets, write year-end reports, prepare final school ceremony for all grant recipients);
- hypothesize some difficulties that arise when timelines and deadlines are neither established nor kept.

Activities

- Students construct their own life timelines to establish familiarity with tools.
- Students explore value of timelines and problems that arise in the absence of deadlines and timetables.
- Students establish dates for key activities for their foundation.
- Assign or elect members of foundation to perform specific tasks by specific dates.
- Have a student make a timeline for the classroom.

Pivotal Questions

- Why do groups establish due dates and time plans to guide their activities?
- How much planning went into events in our lives? Would the outcome have been different if there had been more planning?
- What happens if groups do not have a plan for the use of time?

- What are the major tasks the foundation must perform during each semester? (Include public relations and advertising.)
- How much time must be permitted for each step and what is the order of the steps?
- How can the timetable be updated and implemented?

Conclusions

- Establishing timetables, timelines and other "concessions" to the passage of time is essential to make sure goals are reached in a timely fashion.
- To provide adequate opportunity for specific tasks to be performed, timetables and timelines should build in a certain margin of error.

Homework

- Prepare to discuss the following question: How can the student foundation in general and you in particular work this semester to make the best possible use of time to make a difference and create change?

Lesson Six

Aim Determining a Focus for the Student Foundation

Topic Establishing Parameters for the Student Foundation

Motivation

1) List at least three problems that challenge people in the following setting: world, nation (USA), your town or city, neighborhood, school.
2) How can a foundation help solve a problem?

Instructional Objectives

- Students will be able to define brainstorming, needs assessment, survey, prioritizing, alternatives, consequences and plan.
- Students will be able to identify problems people face in the city, neighborhood and school.
- Students will vote to determine the scope of their focus and types of grants they will consider.

Activities

- Students brainstorm for problems, with particular emphasis on those plaguing the community and the school.
- Students prioritize problems.
- Students conduct informal debate as to whether to open grants to all proposals dealing with community and school problems or to narrow focus (e.g., environmental projects, educational projects, work with other generations, etc.).
- Students conduct class election to determine focus of foundation.

Pivotal Questions

- What specific problems do people in this community and school encounter?
- What are the advantages of focusing on just one area in awarding grants?
- How would opening grants without limitations involve more people and provide greater opportunities to help the community?
- How can the foundation get more information about student perceptions of what the problems are?

Conclusions

- An open foundation offers the advantage of providing a variety of projects and student service experiences, and is inclusive of the needs assessments and creative plans of various groups and individuals.

- A focused foundation offers the advantage of concentrating attention, manpower and money to one specific area of problems.

Homework

- Write a newspaper report on the work of this class/foundation, including a description of the focus (limited or open). Include answers to the reporter's usual questions, such as who, what, where, when, why, etc. Try to be objective. Submit best reports to the school paper and local newspaper.
- Write an editorial opinion explaining whether or not you personally agree with the decision of the class/foundation. Tell whether or not you support the decision to have a limited or open approach, and give reasons for your point of view.

Note: A school foundation would operate best as an open foundation. But it is up to the students. This decision can be made each year, unlike the naming of the foundation.

Lesson Seven

Aim Naming Your Foundation

Topic Choosing a Name for the Student Foundation

Motivation Why are some children named for their parents? Why are some children named for famous people in history or culture? Why do newly independent nations pay close attention to naming or renaming their countries? (e.g., Rhodesia/Zimbabwe, Thirteen Colonies/United States of America)

Instructional Objectives

- Understand the function of the family name and first name
- Understand the reasoning and symbolic importance of the name of at least one country
- Be able to state the purpose of the foundation
- Brainstorm to find several suggestions for a name and select a process for choosing the name
- Be able to explain the connection between the sense of mission and the name selected

Activities

- Direct students to write a paragraph or discuss why Martin Luther King, Jr. was given his name.
- Have students discuss the widespread use of the name George Washington for schools, streets, towns, cities, malls and other places in this nation; have students explore uses of other names with which they are familiar, e.g., Kennedy, Lincoln.
- Divide students into groups to explore the connotations associated with various names given or claimed by various group (colored people, Negroes, Afro-Americans, Blacks, African-Americans).
- After defining the foundation (see previous lesson) and exploring its function, brainstorm for possible names for the foundation
- Develop some guidelines for "good" or "not so good" names (catchy rather than pedantic and verbose; suitable for publicity or use of initials, clarity of purpose, pride in group).
- Have students decide how to choose the name.
- Use that process for selection.
- Brainstorm for ways to publicize the foundation's work and existence.

Pivotal Questions

- How can your foundation empower you?
- How can your grants empower other students?
- What would you like to call your foundation and why?

Homework

Write a paper on any of the following topics:

- What do you think and feel about your own name?
- How can you and your foundation members let other students and staff know about your existence?
- How does picking a name as part of a group compare with picking a name by yourself?

Lesson Eight

Aim Selecting Officers of the Student Foundation

Topic Establishing Leadership Criteria and Selection Procedures

Motivation
1) How do Gandhi, Nelson Mandela, Dr. Martin Luther King, Jr. and Adolf Hitler compare?
2) What jobs does a leader do?
3) What qualities does a leader need to be effective?

Instructional Objectives

Students will be able to

- explain at least three jobs performed by leaders (organize, articulate, offer vision, mobilize followers, plan, budget, set goals, serve as role model, delegate, supervise, etc.);
- discuss at least three qualities of leaders (commitment, courage, patience, insight, tenacity, etc.);
- distinguish between "good" and "bad" leaders in terms of effectiveness and morality (democrats versus demagogues);
- evaluate various ways of selecting leaders (inheritance, age, physical prowess, gender, class, race, religion, nepotism, cronyism, favoritism, intimidation, etc., versus consensus, expertise, civil service exam, experience, performance, interview, campaign, election, etc.);
- consider consequences of elections based on "popularity";
- entertain nominations after deciding what offices are needed and who is eligible;
- conduct mini-campaign (speeches, etc.);
- conduct election (use of secret ballot or other means);
- design logo and letterhead for official foundation stationery, including names of student officers.

Activities

- Students discuss, in general, historical and specific student foundation terms the specific office needs and qualifications and qualities of desired officers to fill them.
- Students decide what jobs the office holders will perform for the life of the foundation (run meetings, make final decisions on which grants to fund and what revisions to make in budget, host receptions for grant winners, host final feedback party to share grant project experiences, etc.).
- Students conduct campaign with nominations, speeches of candidates and voting to select officers.

Pivotal Questions

- What jobs or officers does the student foundation require?
- What qualifications should the officeholder have?
- How should the officeholders be selected?
- How can you exercise democratic decision making in the best possible way to get the best person for each job?

Homework

Write an essay on any of the following topics:

- How do you explain the apathy or indifference that keeps many Americans from registering and voting in elections for their own leaders?
- How well did the class elections work? Explain.
- If you occupied a leadership position, what would you do, or do differently from the present occupant (mayor, governor, president, principal)?
- If you were an adviser to the officers of the student foundation, what advice would you have for them? Be specific.

Creating Projects

The service projects will work best if the ideas come from the students. Again, ownership is very important here and adult advisers must be reminded of this. You should have planted the seeds with students and staff in your school by holding a meeting with them earlier in the year. Foundation members should keep in touch with those who attended that meeting to make sure they understand how the foundation works and that they are developing their own community service project. This is most easily accomplished by having a member of the foundation in each of the different school clubs and teams.

In Lesson Five, students develop projects in small groups. Some of these may be used as actual projects by students in the class. Other students may wish to work with a club or group outside of the foundation class to design a project. Once class members understand how to complete the application form, they can "consult" with other groups in the school and help them complete their applications. Once all the applications are submitted to the foundation, the class will establish a review process (Lesson Six) to select the projects to be funded.

Determining which are worthwhile projects may seem like a daunting task. Students will learn to ask "Who benefits?" from the project and "How does it work?" They are hard on their peers when it comes to giving them money for projects. They ask tough questions and make good decisions. It is very serious work and they rise to the occasion.

This unit may take you up to the end of the first semester. After Christmas vacation, grants are evaluated and monies awarded. If you continue working with this unit into the second semester, that's okay too.

Lesson One

Aim Exploring Reasons for Community Service

Topic 100 Reasons for Community Service

Motivation Why would people want to do community service?

Instructional Objectives

- Identify reasons for community service.
- Achieve consensus on reasons for service.

Activities

- Discuss "What is community service?" Elicit answers and have students write them on the board.
- Discuss motivation question and have students write answers on the board.
- Hand out "Exploring Reasons for Community Service" worksheet. Have individual students circle their top 10 choices. Call on students to read their list.
- Have students pick their most important reason. Call on students to share their most important reason and explain.
- Break into small groups (4 to 5) and have each group come to a consensus on the 10 most important reasons.
- Have a spokesperson from each group report back to the class. Using the numbers to identify the reasons, see if the whole class can reach a consensus on the 10 most important reasons. Have the class write those 10 in their notebooks.

Conclusions

- People have different reasons for doing things.
- If each person gives up a little, a consensus can be reached.

Homework

- Students write a paragraph on their number one reason for doing community service. Encourage them to cite any personal experience they have had.

Lesson One

Worksheet #1

Why Do Community Service?

A group of students in Los Angeles attending the Constitutional Rights Foundation's Youth Community Service "Making It Happen" Conference considered this question. They brainstormed for reasons, which were edited down to 100. Which reasons speak best for **YOU**?

Here Are 100 Reasons

1. Participation is important in our country.
2. Develops interests and character.
3. We improve our community and make it a better place to live.
4. Fosters responsibility.
5. Makes us aware of somebody besides ourselves.
6. Develops leadership skills.
7. Develops communication skills.
8. Increases community spirit.
9. Unites friends.
10. We set an example.
11. Challenges us.
12. Increases self-esteem.
13. Develops community respect.
14. Gives youth direction and helps us achieve our goals.
15. We raise awareness about social issues.
16. Gets students off the streets and involved in something good.
17. We will be the major force of voters. Our opinions and actions count!
18. Encourages interaction between races and ages.
19. People working together improve our world.
20. We care about people who are less fortunate.
21. We have connections and friendships adults don't have.
22. We are aware of things in the community that adults aren't.
23. For there to be change we must work together and start now.
24. We want to accomplish everything within our power.
25. We are alive and willing to put in time and energy to make life better.
26. As the future, we must prepare our country for the next century.
27. It's fun!
28. People need our help.
29. We make Senior Citizens feel good!
30. We beautify our surroundings, plant trees and clean up parks.
31. We inspire adults to join us in volunteering.
32. We share our best time with the needy.
33. Helping the community gives great satisfaction and self-worth.
34. We learn teamwork.
35. Promotes a positive attitude.
36. Helps gain a better understanding of community.
37. Improves public relations.
38. Harmony.
39. Expands common interests and ideas into community work.
40. Good for college brag sheet.
41. Because the United States is so dirty, someone must help.
42. Service helps the community instead of complaining about it.
43. If you serve at a young age, you might continue after high school.
44. We paint graffiti; we can take it away.
45. We have fresh ideas.
46. We help little kids and solve teenage problems.
47. We deserve a chance to make things happen.
48. To taste the world and make it better.
49. So the world understands the importance of helping others.
50. To open our minds to new ideas.
51. We learn from our mistakes and gain experience.
52. Youth are the backbone of America.
53. To become better individuals, help others help themselves, join all races against Apartheid.
54. Contribute our thoughts.
55. Young people can take the first step in helping the community.
56. Be all that you can be.
57. We represent freedom.
58. All human beings, no matter where we are going, make a difference.
59. So youth are taken seriously.
60. We can break the generation gap between youth and adults.
61. We are role models for younger children.
62. If we don't, no one else will.
63. With our ideas we help all things come true!
64. We help others to become successful in life.
65. We have the power to improve society.
66. Community service is a good social project:
67. We make the best of the present for the future.
68. Young minds, young hands, new inspiration.
69. We don't ask for money.
70. Peace—you can't make war if you're making community service.
71. We're coming together.
72. Brings schools together to communicate.
73. Gets people to get out of their shells and give life to them.
74. Changes stereotypes about society.
75. Introduces students to important people.
76. Gives teens an important role and sense of independence.
77. Give back to the world what you get.
78. Sparks creativity.
79. It draws out our education: makes it real.
80. We work with and inspire peers who want to drop out or kill themselves.
81. Helps lonely people be part of our community.
82. Gives youth a spirit of continuing school.
83. Gives us a sense of belonging to a club.
84. Makes people believe in themselves.
85. Makes a safer and better community to live in.
86. Something to brag about.
87. Getting involved in school.
88. We need government aid to accomplish our projects.
89. Involvement now.
90. It needs to be done and we are going to do it.
91. Helps people express themselves.
92. Gives people a healthy attitude.
93. Makes everyone smile and feel good.
94. We want to be viewed as responsible, dedicated, mature young adults.
95. By serving, we build our castles in the sky.
96. Where would we be without community service? Our nation depends on it.
97. People who damage their communities realize they can help.
98. It shows a continued effort.
99. We are all special in what we do.
100. We improve ourselves, thereby we improve our country.

Lesson Two

Aim Identifying Problems in the Neighborhood

Topic Needs Assessment of the School and Community

Motivation What are some problems people have in their communities today?

Instructional Objectives

- To identify the needs of the student community
- To prioritize these needs through consensus building

Activities

- Break the class into groups of four. Students will elect secretary of each group.
- Two groups will discuss school needs. Two groups will discuss community needs.
- In group discussion students will brainstorm needs and secretary will record list for groups.
- Secretary will report back to class and one student will write list on the board.
- Students will vote on the most important problems and needs (5, 8, 10 etc.). They will be recorded in their notebooks for future reference.

Conclusions

- People see the problems differently.
- A consensus can be reached by working together through democratic means.

Homework

- Each student will choose two community needs and write several paragraphs describing them and what they think can be done about them.

Lesson Three

Aim Identifying the Community's Needs and Services

Topic The Community Search

Instructional Objectives

- Students do field research to find community needs

Activities

- Use questions to generate a short class discussion and get the students to create a sample list of community needs. Sample questions:
  "Is there a day care center (senior citizen's home, etc.) down the street?"
  "Has anyone noticed trash in the school yard?"
- Distribute maps of the school area and copies of the Community Search Information handout.
- Have students locate the school on the map and draw a one-mile radius around the school. Divide area surrounding the school into "pie" pieces to indicate the area to be searched.
- Divide the students into groups of 3 to 5 (one group for each "pie" piece).
- Each team has a block of time that is appropriate to search the community on foot or by car to look for:
  schools where students might tutor;
  convalescent homes or senior citizen centers;
  libraries or hospitals;
  parks that need cleaning;
  walls with graffiti, etc.
- Each time students spot an opportunity for service, they mark the name and address of the agency or site on a profile sheet. If possible, they go inside to speak with someone in authority about volunteering; alternatively, a student could be assigned to go back at a later date to make inquiries.

Conclusions

- There are many resources in the neighborhood to help people.
- There are opportunities for students to serve their neighborhood.

Homework

- Students will make a list of all the community service opportunities they found.

Community Search Information

Name of Agency/Business _____
Contact Person _____
Address _____
_____
Telephone Number _____ Fax Number _____

Description of Services _____
_____
_____
Population Served _____
_____
Languages Spoken _____
_____
Area Served _____
Description of Needs _____
_____
_____

Information Submitted by _____ Date _____

Community Search Information

Name of Agency/Business _____
Contact Person _____
Address _____
_____
Telephone Number _____ Fax Number _____

Description of Services _____
_____
_____
Population Served _____
_____
Languages Spoken _____
_____
Area Served _____
Description of Needs _____
_____
_____
_____

Information Submitted by _____ Date _____

Lesson Four

Aim Choosing Good Community Service Projects

Topic How to Decide

Motivation What makes a good community service project?

Instructional Objectives

- Learning to identify good projects
- Reaching consensus

Activities

- Distribute "What Makes a Good Community Service Project" worksheet. Discuss each point with the class.
- Have students report back on their "Community Search" from the previous day. Place names of organizations and needs on the board.
- Have students report back on their work from the day before on identifying the needs in their school and their community.
- Break into 4 groups and discuss which projects can be done, using the 10-point guideline as well as the knowledge of what organizations are in their neighborhood.

Conclusions

- Good guidelines help in making good decisions.
- Good information is important in making decisions.
- Working together is more productive than working alone.

Homework

- Choose a project and write a short report on how it might work.

Lesson Four

Worksheet #1

What Makes a Good Service Project?

Ten Points We've Discovered Along the Way

1. It should address real needs.
   A service project should fill a void. It should meet a critical need, or do something that otherwise wouldn't get done. Participants should come away from the project with a sense that they have accomplished something tangible and measurable.

2. A successful service project involves people connecting to people as well as hard labor.

3. Each service project should have a point person who understands what needs to be accomplished and knows who is working on which aspect of the project.

4. The goals and the promises should be clearly laid out, leaving no room for misunderstandings. Pick goals that, given the resources, can be attained. Deliver on all promises made or renegotiate the promise. Have timelines lay out the stages of the project.

5. A good project should allow for the blurring of the server-giver roles. There should be the opportunity for plenty of giving and receiving on both sides. Sometimes the best service is allowing oneself to be served. If you don't get as much as you give, look at what you're doing!

6. If the service project involves other organizations or programs, look at their track record. Select ones that are capable as well as committed!

7. Good service projects invite or even challenge us. They call upon us to draw upon our reserves and to go beyond our limits.

8. Service projects should be safe for all parties concerned.

9. There's a role for everyone in doing service; sometimes you just have to look a second time.

10. There should be a sense of accomplishment. When the project ends, you should have a sense of closure, not necessarily completion.

From The New York City Outward Bound Center

Lesson Five

Aim Designing a Specific Project

Topic Application Form for Grant

Motivation Which project shall we design?

Instructional Objectives

- Learning to complete an application form
- Identifying goals of the project
- Working in a group
- Expressing ideas in concise language

Activities

- Review discussions from previous days and have students vote on which project they will work on as a group.
- Ask students what they need to know to write up a "how to solve this problem." List on the board.
- Hand out SSPP application form and compare what information it asks for with what the students have on the board, taking them through the application page by page.
- Break into 3 groups, each to work on a different part of the application:
  goals (page 1)
  project itself (page 2)
  budget (page 4)
- Or have each group work on the application for the whole project, then compare their work at the end and produce one final form. Do what you think will work best for your group.
- Have class review final proposal and see if it meets the guidelines for a good project.

Conclusions

- Two heads are better than one.
- Planning is an important part of any project.

Homework

- Have each student choose another project and complete an application on his/her own.

Examples of Projects Funded by Student Foundations

• High school students volunteer at a local hospital, providing storytelling, arts and crafts and companionship. Funds pay for books, arts and crafts supplies and a small party for the children.

• A church youth group fights graffiti by painting a mural on building wall in the neighborhood. Funds pay for paint, brushes, other supplies and some snacks.

• A Unity Chorus was formed by the students to sing at homeless shelters, hospitals and community centers. Funds provided gowns, music and a small stipend for the piano player.

• Aids Peer Educators, trained by a local hospital, spoke to school classes about a healthy life-style. Funds bought teaching aids and T-shirts.

• Students mounted a voter registration campaign for eligible students in the school and took their campaign to the neighborhood as well. Funds went for T-shirts and follow-up letters reminding people to vote at election time.

• Students visit senior citizens living at a home to give manicures and play cards and games with them. Funds pay for the supplies as well as a little party.

• Two perennial gardens were planned and planted on the school grounds to beautify the area. Funds provided plants and gardening equipment.

• A quilt with the faces of the students became a multicultural work of art displayed in the school and community. Funds paid for fabric and other materials.

• Students mounted an International Day celebration for classmates of different races and nationalities, with food, music and dance, in an attempt to reduce racial tensions among groups. Funds helped support the event.

• School artists designed and painted murals for the school cafeteria. Funds provided paint, canvases and other supplies.

• Students created anti-violence videos to educate their other students about conflict resolution techniques. The video was shown in school classes and at neighborhood junior high schools. Funds paid for professional camera work and editing.

Evaluation of Proposals

Important: *Each foundation will decide its own individual procedure for evaluating proposals. What follows is simply one method that worked successfully.*

1. All members of the foundation are given copies of every proposal to read. Sets of proposals may be shared to save paper.

2. Each project proposal is presented to the members of the foundation by 2 to 3 students from the project in a 3- to 5-minute oral presentation in front of the class. Depending on the number of proposals, this can take 3 to 5 days of class time.

3. After all proposals have been presented orally, the members of the foundation select a committee to do final evaluation of the proposals. This committee should include the officers of the foundation, plus 4 to 6 additional members.

4. The members of the evaluation committee select a time to meet, probably 1 or 2 days after school.

5. At the evaluation meeting, the group discusses all proposals and each member of the evaluation committee completes project evaluation ratings.

6. The group will discuss the value of the proposal to the school/community and the clarity of the budget requests. Any budget changes are made at this meeting.

7. After budgets have been altered and ratings of all proposals completed, the proposal ratings are tallied and proposals listed for the committee to examine.

8. The committee then will decide how many of the proposals, in priority order, can be funded, based on the amount of money for grants that is available to the foundation.

9. After the final list of funded projects is composed, a letter of congratulations and a letter of rejection are composed and sent by the officers of the foundation. All members of the Evaluation Committee may sign this letter if desired.

10. The letter of congratulations should also include the Grant Award Outline and information concerning the awards ceremony (time and place).

11. A listing of all the grants and a brief description of the projects should be part of the program for the awards ceremony. A copy should also go on the project bulletin board and be placed in the school newspaper and local papers as well.

Lesson Six

Name_____ Worksheet #1

Project Evaluations

Project	Rating (1 to 10)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson Six
Worksheet #2

Project_____

Grant Award Outline

	Amount Requested	Amount Granted	Comments/Changes
Supplies & Equipment	_____	_____	_____
			_____
Transportation	_____	_____	_____
			_____
Refreshments	_____	_____	_____
			_____
Miscellaneous	_____	_____	_____
			_____
Total	_____	_____	

Student Service and Philanthropy Project

Application Form

Deadline: _____ Return to: Jim Mulqueen

1. Name of Group _____
2. Youth Leader (s) _____ phone _____
3. _____ phone _____
4. Adult Advisors (s) _____ phone _____

5. How many in your group? _____

6. What is the goal of your project? How will you achieve it?
   Attach additional pages if needed. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. Evaluation: How will you know your project made a difference?

_____

_____

8. How will it benefit the community or school? _____

_____

9. Where will the project take place? _____

_____

10. When will your project begin and end?
Indicate when you will work on the project – time, dates, hours. _____

11. What community resources, agencies, speakers, etc. will you use? _____

12. What materials will you need?

13. What kinds of difficulties do you expect to have? How will you try to resolve them?

14. Are you applying for a grant from any other organization? If so, please specify.

APPLICANT MEMBERSHIP LIST

Please print the name of each group member. Each group member must read the statement below and sign the page.

If awarded a grant we will begin the project by the date we have stated. We will keep a record of expenses and prepare a short report on our progress, and on the results of our project. We promise to work hard and to give ths project our best efforts. Funds not spent will be refunded to the school foundation.

	Name	M/F	#OSIS	Signature
1.	_____	___	_____	_____
2.	_____	___	_____	_____
3.	_____	___	_____	_____
4.	_____	___	_____	_____
5.	_____	___	_____	_____
6.	_____	___	_____	_____
7.	_____	___	_____	_____
8..	_____	___	_____	_____
9.	_____	___	_____	_____
10.	_____	___	_____	_____
11.	_____	___	_____	_____
12.	_____	___	_____	_____

Student Service and Philanthropy Project

Budget Form

Supplies and Equipment

Item	Quantity	Cost	Total Cost
Transportation			
Refreshments			
Miscellaneous			
		Total	

Shop carefully to get the best prices for supplies, etc.

Lesson Seven

Aim Assuming the Role of Project Director

Topic Project Director

Motivation Do you like having someone supervise you when you're working?

Instructional Objectives

- Understand what good supervision is
- Recognize the importance of follow-through
- Learn to work with others
- Take a leadership role

Activities

- Review vocabulary list and the role of Project Director.
- Draw up a checklist for Project Director activities such as attached checklist.
- Assign student to prepare checklist for student Project Directors.

Pivotal Questions

- What makes a good "boss"?
- Is there a difference between a boss and a coach?
- Should each Project Director have a checklist to follow?
- How important is it to encourage efforts and applaud achievements?
- Is a Project Director a coach *and* a cheerleader?

Conclusions

- When we know what is expected of us we have a better chance of succeeding.
- Leadership isn't always easy.

Prospective Checklist for Project Directors

_____1. Visit site of project.

_____2. Interview project adviser, student leaders and student members, as well as clients served by project.

_____3. Write evaluations of the extent to which change is measurable, original proposal is being implemented, timetable is adhered to, student participation is forthcoming, and budget is expended and accounted for.

_____4. Observe work in progress; observe final achievements.

_____5. Collect anecdotal reporting on progress and effectiveness of project.

_____6. Meet with project participants to serve as liaison to foundation, answer questions, serve as troubleshooter, communicate problems and successes and requests for modifications to the foundation and back to the project participants.

_____7. Remind participants of deadlines for submitting written evaluations, budget receipts, final reception.

_____8. Consult with other foundation members about concerns.

_____9. Consult with foundation adviser about concerns.

_____10. Maintain journal entries with periodic evaluative comments, questions, concerns and actions.

_____11. Share work with other project directors; brainstorm about what is being done and what needs to be done.

_____12. Encourage efforts and applaud achievements.

Lesson Eight

Aim Planning an Awards Ceremony

Topic Grant Winners' Reception

Motivation Imagine you are planning a surprise birthday party for your mother. Detail the jobs you would have to do or delegate, and list what resources you would need.

Instructional Objectives

Students will be able to

- give 2 reasons for a grant reception for winners (recognition, morale, networking, public speaking);
- list at least 3 steps that must be taken to arrange the reception;
- decide who will do what, with what, how, when, etc.

Activities

- Students draw up a list of guests to invite (winners of grants, various key students and staff members, members of the community, press, etc.)
- Project Directors assigned to funded community service projects should present grant to their project.
- Students decide on entertainment and invite performers.
- Student officers decide on hosting, presenting, public speaking jobs.
- Students decide on refreshments.
- Students volunteer to set up a room for the program, serve refreshments, etc., clean up.

Pivotal Questions to Students

- Why should the grant winners be acknowledged at a reception?
- How will sharing of projects assist students with leadership, communication skills and building school spirit?
- How can the reception also provide a showcase for student talent?
- How can students prepare a program/agenda and carry out the reception?
- How can the reception spread the word of the foundation's work throughout the school?

Homework

Prepare a newspaper article about the reception.

Lesson Eight
Worksheet #1

Program
(Awards Ceremony)

Opening remarks . . . . . Foundation Director

Greetings. . . . . Foundation Adult Adviser
School Principal

Musical Selection

Overview of the Foundation . . . . . .Foundation Members
(1- to 2- minute outline of the program)

Distribution of Grants . . . . . .Foundation Members
(each project director presents
his/her project and gives award)

Musical Selection

Refreshments
(for foundation members, awardees, guests)

Leadership

The Leadership Unit of the Guide is meant to be used as a resource for activities to be done with the class throughout the year. Some may be drawn upon during the first semester and others during class time in the second semester. There is no particular order for their use.

Leadership is not an ability one is born with, rather it is learned. It is a process that works towards a goal. All of us can learn the skills that make it easier for groups of people to accomplish great things. What the students learn in these activities are skills that will stay with them all their lives. When we speak of empowering people, I believe we are talking about teaching people the skills that help them to make things happen. It is a great gift.

These lessons are drawn from a large body of leadership material. We have acknowledged the sources when we have known them. For the others that have been handed down and whose creator's name has been lost, we can only say thank you.

Lesson One

Aim Understanding Group Dynamics

Topic The Roles People Play

Motivation How do people act when they work in a group to solve a problem?

Instructional Objectives

- To identify the different roles people play in a group
- To recognize how these roles affect the group

Activities

- Hand out information sheets on "Functional Roles of Group Members." Ask students to read aloud and discuss each role and its definition. Students may write role and definition in their own words in their notebooks.
- Give 8 volunteers from class the following instructions: "You are on a task force asked to come up with a solution to the drop-out problem [or any current topic]. Each of you will be given an index card with a particular role to play. You must play that role and not reveal your role. The rest of the class will be observers and will be given a process observation sheet."

  Each task force member is given one of the following roles. They are instructed to play this role (mainly)— but they may also play other roles, if they choose, during the discussion.

  1) The Initiator/Contributor
  2) The Information Seeker
  3) The Recognition Seeker
  4) The Blocker
  5) The Dominator
  6) The Harmonizer
  7) The Aggressor
  8) The Withdrawer
  9) Any other role

  Students are given a few minutes to prepare their role, then discuss the chosen topic. The observers fill out process observation sheet and report to class. The task force students then identify their roles and briefly discuss the experience of trying to play that role (or roles).
- Discuss types of leadership (e.g., autocratic, etc.) on worksheet.
- Distribute other handouts (Observing the Process, Types of Leadership, Helpful Hints for All Leaders, Leadership Techniques for Increasing Group Participation and The Art of Leadership) for future discussions.

Pivotal Question

- Which roles had the greatest effect on the group? Why?

Homework

- You have been called in as a special assistant and asked to help the task force find a solution to the problem assigned them: what advice would you give? Write your suggestions in a brief essay of at least one paragraph. Use complete sentences. Be specific. What type of leader would you be most comfortable working with?

Adapted, with permission, from material of the National Conference of Christians and Jews, New York, NY.

Lesson One
Worksheet #1

The Functional Roles of Group Members

The Initiator/Contributor suggests or proposes to the group new ideas or a changed way of regarding the group problem or goal.

The Information Seeker asks for clarification of suggestions in terms of factual adequacy.

The Recognition Seeker often looks for the attention of group members. Struggles to prevent being placed in an "inferior" position.

The Blocker stubbornly resists the group beyond reason. Attempts to maintain or bring back an issue after the group has rejected it.

The Dominator tries to assert authority or superiority over the group or over certain members within the group.

The Harmonizer tries to smooth over differences and get people to agree.

The Aggressor deflates the status of others, expresses disapproval, attacks the group, jokes aggressively, shows envy toward another's contribution.

The Withdrawer tries to remove the source of anxiety or possible embarrassment by mentally "tuning out" the rest of the group of activities.

Pairs are two (or more) members who form a sub-group and support and protect one another at the expense of the larger group and its task.

Observing the Process

1. What group roles were evident? Who played these roles? List as many as you can.

2. Was the group more oriented toward tasks or the process of group work? How do you know this?

3. Were any steps taken to include those members of the group who were not involved? What steps were taken and by whom?

Types of Leadership

Autocratic:

- has a firm grip on the organization
- solicits little opinion
- assigns roles
- follows his/her own judgment
- feels superior to other group members
- dictates responsibilities

Where autocratic leaders are most effective:

- in large groups
- in passive groups
- in groups that seldom meet

Democratic:

- encourages group decisions
- works for group goals
- allows for individual glory
- has a high regard and respect for group members
- guides, does not rule
- takes action after group has made decision

Where democratic leaders are most effective:

- in large groups
- in motivated groups
- in representative groups

Laissez-faire:

- gives group members free rein
- spreads decisions out
- rarely plays favorites
- allows individual feelings to prevail over group feelings
- sets few guidelines

Where laissez-faire leaders are most effective:

- in a highly motivated group
- in committed groups
- in small groups

Helpful Hints for All Leaders

All leaders operate more effectively when they provide positive reinforcement to members of their group. To provide such reinforcement, leaders

- allow opportunity for individual glory;
- cite contributions;
- show appreciation and gratitude;
- are vocal with ignitor phrases;
- praise individuals in front of peers and identify special interest and talents;
- allow for growth
- try to promote unity among group members;
- acknowledge success;
- are confident of goals (both group and individual).

Lesson One
Worksheet #4

Leadership Techniques for Increasing Group Participation

To obtain maximum effectiveness from a group or committee, the Chairperson has certain responsibilities in leading the group. One of the group techniques most frequently used to stimulate committee decision-making and activity is the buzz group or discussion cluster. The following suggestions will help those who have to chair a committee.

1. The Chairperson must make sure that each member of the group is introduced to every other member. Try to create an informal atmosphere in which it will be easy for everyone to participate.

2. Be sure that you and your committee members understand the assigned task.

3. Before beginning discussion, give each member a moment to write down or think about the assigned task.

4. When discussion starts, give each member an opportunity to express his/her opinion or ideas for implementing the assigned task.

5. Be sure that everyone who wishes has an opportunity to express his/her opinion before the group reaches a decision.

6. Call on those who do not join in the discussion if you are sure it will not embarrass them.

7. Interrupt the "speech maker" as tactfully as possible.

8. Keep the discussion on track; keep it directed but let the people in the group do their thing. Don't groove it narrowly to yourself or your ideas.

9. Remember: your job is to bring the ideas of others out into the open.

10. Keep spirits high. Encourage ease, informality and participation. If you see that some important angle is being neglected, point it out.

11. Listen with respect and appreciation to all ideas, but stress what is important and turn discussion away from what is not.

12. Take time, as necessary, to draw the loose ends together. Close discussion with a summary—your own or the recorders'. Nourish a desire in group members for continuing study and discussion. Set a definite date and time for the next meeting of the committee by mutual agreement.

13. Ask recorder to write up summary of committee discussion. Use for next group meeting. Make final report to club President and/or club membership.

Lesson One
Worksheet #5

The Art of Leadership

Simply and plainly defined, a leader is one who has followers. A leader deserves to have followers if he has earned respect and recognition. Authority alone is no longer enough to command respect. The following provides a guide to the ideal attributes of a modern leader.

A leader sees things through the eyes of followers and puts himself/herself in their shoes, and helps them actualize their dreams and aspirations.

A leader does not say, "Get going!" Instead, a leader says, "Let's go!" and leads the way. He/she does not walk behind with a whip, but is out in front with a banner.

A leader assumes that followers are working with him/her, not for him/her. He/she considers them partners in the effort, and sees to it that they share in the rewards. A leader glorifies team spirit.

Leaders try to duplicate themselves in others. They help those under them to grow personally. They realize that the better people an organization has, the stronger it will be.

A leader does not hold people down but lifts them up. A leader reaches out to help followers scale the peaks.

A leader has faith in people, believes in them, trusts them, and thus draws out the best in them. He/she has found that they rise to meet his high expectations.

A leader is a self-starter. He/she creates plans and sets them in motion. A leader is a person of thought and of action, both dreamer and doer.

A leader has a sense of humor and is not a stuffed shirt. He/she can laugh at him/herself and has a humble spirit.

Leaders can be led, and are not interested in having their own way, but in finding the best way. A leader should have an open mind.

True leaders keep their eyes on high goals, strive to make their efforts and those of their followers contribute to the enrichment and the achievement of better living for all.

Lesson Two

Aim Showing the Effectiveness of Two-way Communication

Topic Draw the Squares Using Only Verbal Instruction

Motivation Can you draw an object with only verbal instruction?

Instructional Objective

- Discover that instruction that allows for questions and answers leads to a better understanding of a task

Activities

- Following directions on the worksheets, ask students to draw squares, first using one-way communication, then using two-way communication.

Materials

- Communication worksheets

Conclusions

- Without talking with others, it is almost impossible to accomplish certain tasks.
- Two-way communication is often better than one-way communication.

Homework

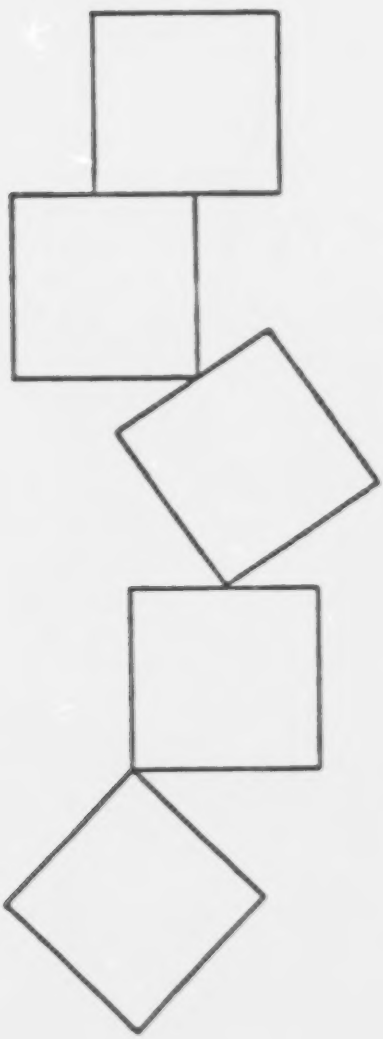
- Draw your own set of figures to present in class.

Lesson Two

Worksheet #1

One-way Communication

(see instructions below)



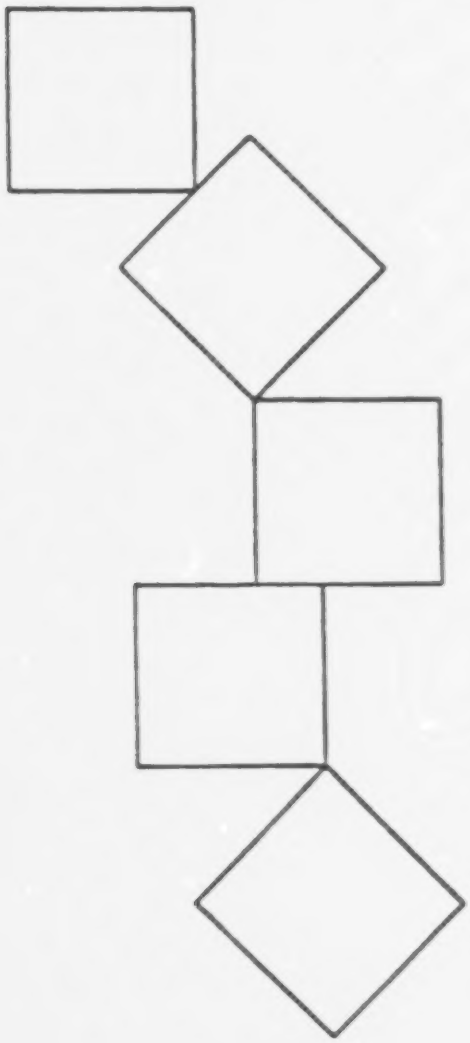
Instructions: Study the figures above. With your back to the group, you are to instruct the members of the group how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

Lesson Two

Worksheet #2

Two-way Communication

(see instructions below)



Instructions: Study the figures above. Facing the group, instruct the members how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. Answer all questions from participants and repeat if necessary.

Lesson Three

Aim Developing Consensus in a Group

Topic Ranking Values

Motivation Everybody has a set of values to which he/she is committed. Where do we get our values from?

Instructional Objective

- Learn to arrive at a group consensus through group discussion

Activities

- Discussion of motivation question (5 minutes)
- Hand out the Ranking Values worksheet. Individual students will choose 10 and number these from 1 to 10 in order of importance to them.
- Ask the students to make a list of the 5 values that are most important to them.
- Break students into small discussion groups of 5 or 6 students. Through discussion and compromise, the group arrives at a consensus and agrees on a list of the 5 most important values.
- The list is reported to the whole class.
- The facilitator or teacher lists the 5 values of each small group on the board, notes differences between the small groups and then requests that each group cut down to 4 values, then to 3.

Pivotal Questions

- How did you react when your group continued to eliminate values?
- How did the group decide which value was less important than the others?

Materials

- Values worksheet

Conclusions

- It is hard to give up values that we cherish.
- It is possible for a group to arrive at a consensus, even on sensitive topics such as personal values.

Homework

- Write a few paragraphs in your journals about the values finally chosen.

Ranking Values

Everybody has a set of values to which they are committed. Listed below are some values. Choose 10 and give them a number from 1 to 10 in the order of importance to you.

POWER
SOCIAL ACCEPTANCE
HEALTH
FREEDOM
RESPECT
SENSE OF HUMOR
WEALTH
KNOWLEDGE & LEARNING
RECOGNITION
PEACE OF MIND
GOOD DISPOSITION
HONOR
SECURITY
CHARACTER
LOVE
OPPORTUNITY
SUCCESS
FAMILY
TRANQUIL ENVIRONMENT
RELIGIOUS FAITH
EQUALITY
COURTESY
LOYALTY
WISDOM
FORGIVENESS

What I Value Most

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List below any other values to which you attach special importance:

_____ _____

_____ _____

Adapted, with permission, from material of the National Conference of Christians and Jews.

Lesson Four

Aim Determining Priorities through Negotiation

Topic Problems in the School

Motivation Are there any problems here at _____ (school's name)?

Instructional Objectives

- Learn to resolve problems by negotiation
- Learn democratic procedures

Activities

- Ask students to list all school-related concerns and problems. Write them on the board or newsprint paper—without comment or discussion (except for definition). Do not number concerns. Ask that concerns and problems be specific, not just broad ones. Don't let number exceed 25.
- Break into at least 4 small groups. Ask each group to select the 10 items they consider the most important. Take at most 10 minutes for this activity.
- Ask each group to send a representative with its list of 10 items to the center or front of the room.
- With representatives sitting in a circle or facing each other across a table, ask them to come to a total group consensus of the 5 most important items they want to deal with in a small discussion group later. Total agreement among the representatives is necessary. No combinations allowed.
- Rules for negotiation, to be read by the teacher:
    a. Representatives speak loudly enough to be heard.
    b. Everyone else is quiet.
    c. No one should speak to representatives from the floor. Since representatives represent the group, anyone in the group may call "caucus" and bring the representative back to the group for discussion and instructions from the group.
    d. Representatives may "caucus" to confer with their groups.
    e. Representatives may be changed by the group at any time.
    f. During "caucus" time, all conversation at the negotiating table stops.

g. Teacher gets representatives back to the conference table quickly.
h. As each priority (not necessarily in order) is selected, check it on the blackboard.

Note: The purpose of the process is to make every participant a member of a panel through the representative on the negotiating team. The 5 priorities selected can become workshop topics for action or further and more specific discussion.

Conclusions

- It is possible to arrive at a group consensus through a democratic process of negotiation.
- Abiding by established rules of democratic procedure, and using care and thought, people can come to some agreement.

Homework

- Write about your feelings regarding one of the topics and make suggestions for some solutions.

Lesson Five

Aim To Discover Why Prejudice Is Wrong

Topic Planet Purple: Simulated Jim Crow / Apartheid Scenario

Motivation Life on Planet Purple: Code of Law

Purple People can	Green People can*not*
• vote	• vote
• be elected officials	• hold office
• own companies	• have meaningful jobs
• be rich	• be rich
• get an education	• get an education

1) According to the law, how are things different for Purples and Greens?
2) How would you like to live on Planet Purple?
3) How do you imagine the Purples justify, and the Greens criticize, life on Planet Purple? Why?

Instructional Objectives

- Summarize "Purple" rationale for maintenance of the status quo
- Explore the internalization of inferior status and treatment and negative self-image by the Greens
- Show the illogicality and unfairness of the "separate and unequal treatment" of people
- Provide a working definition of "prejudice"
- Compare the hypothetical situation to actual historical ones (for example, English treatment of Ireland, slave codes, Nuremburg Laws, South African apartheid, Jim Crow laws, etc.)

Activities

- Students share responses to the "Motivation."
- Working in groups, students explore the realities of life for either Purples or Greens, extrapolating the feelings of each group for its self and the "other" group.
- Groups share their perceptions of each other.
- Students write a paragraph stating what they learned about prejudice from this experience.
- Students discuss at least two actual situations in which prejudice has been legalized and institutionalized.

Pivotal Questions

- What's right or wrong with life on Planet Purple?
- How do the Purple groups justify the code?
- How do Green groups criticize it?
- How easy or difficult will it be to change things on Planet Purple? Explain. *Note: Some factors to consider: rejection of status quo by some elements of Purple intelligentsia, self-determination movements among Greens, revolution or reform movement, civil disobedience, resistance, etc.*
- Where did the people of Planet Purple get their ideas about how things should be? How could those ideas be changed?
- What were some of the common values reflected?

Homework

Write a paper on one of the following topics:

- What was the point of the Planet Purple activity?
- What practical indications of Planet Purple can be found in history and the world today?
- How can prejudice be eliminated?
- Look up and explain the meanings of the following words: prejudice, discrimination, bias, racism, anti-Semitism, sexism, intolerance, legal inequality.

Reflective Activities

Today's teenager spends little or no time reflecting about their lives. There are too many distractions, too little time and most don't know how to step back from their own lives and reflect upon them. What they gain during this part of the SSPP program will serve them throughout their adult lives.

In the second semester, students will be coming to class a minimum of twice a week for a seminar that allows for reflective activities such as discussion and journal writing, and to bring each other up to date on what is happening in the projects they are working on, as well as the ones for which they are project directors. During the time you are working on this unit, arrange some visits to a foundation or nonprofit institution in your area. Getting out of the classroom and into the world of work is an important part of the learning experience in SSPP. Establish a timeline for this semester as well. Include end-of-the-year evaluations and celebrations.

There will be lots of "business" to tend to, so you will need to be very firm about setting time aside for reflection. If your schedule allows, you might meet a third day each week, but remember the students also need time to do their community service work. The journal entries, which are an important part of their reflective activities, may be shared at this time. English novelist and essayist Aldous Huxley explained that "experience is not what happens to a person; it is what a person does with what happens to him or her."

Faculty members who are or have been involved in community service should be encouraged to share their experience and feelings with the students. We learn best by example.

Derek Bok, the former president of Harvard, said, "We cannot succeed in building community spirit in our young people by merely giving speeches, coining slogans or exhorting them to stand tall. A lasting concern for the community comes from the chance to work with others, see their needs and contribute to something larger than oneself." It is our hope that the SSPP experience will instill in your students that lasting concern for their community and the realization that they can do something to help.

Lesson One

Aim Reflection and Evaluation

Topic Seminar Discussion

Motivation What happened this week in your project that made you feel good?

Instructional Objectives

- Have each student participate
- Recognize the rewards of service
- Identify difficulties students are experiencing
- Learn to share feelings
- Learn to use a journal

Activities

- Class should sit in a circle if possible.
- Have students set guidelines for group discussion, i.e., time and format, so that all will get a chance to participate. Let students facilitate the group after it has developed a rhythm.
- Students can read from their journals if that is easier for them. See page 95 for sample journal entry questions.
- Allow time to do some brainstorming for a student who is having a problem with his community service.

Materials

- Journals: can be a small notebook or a section of a larger notebook

Conclusions

- Many of our feelings and problems are similar.
- Other people can help us solve problems.

Note: This is a generic lesson plan for the Seminars. To tailor the Seminar to your particular needs, see "Suggestions for Conducting an SSPP Seminar" (next page) for a discussion of the specific subjects that will need to be covered.

Suggestions for Conducting an SSPP Seminar

1. Opening Roundtable: Each student gives his/her name, identifies the grant project he/she is working on, and relates one anecdote associated with that experience.

2. Journal Writing: Each student has fifteen minutes to reflect in writing on the previous week's grant work. This can include what was actually done, obstacles encountered, satisfactions, progress, the nature of the interaction with other individuals working on the project and with those being served, a sense of how he/she is making change and being changed, goals for the coming week(s). See worksheet for more suggestions.

3. Brainstorming/Problem-solving: Students share difficulties with group to elicit recommendations and alternatives from them to resolve the problems. This encompasses scheduling, budgeting, transportation, bureaucratic, human relations, other types of challenges and suggestions to deal with them.

4. Current Events Update: Students take some time to discuss current tone and events at school, on the project site, in the seminar, community, country, world; explore implications of global perspective for service project and the reverse.

5. Ongoing Evaluation: Students examine timetables for projects; revise deadlines and work to stay on course. Students examine how well the projects are proceeding and what could/should be done differently for subsequent semesters and seminars.

6. Open Agenda: Provide opportunity for students to introduce topics and concerns for discussion.

7. Supervision of Grant Projects: Students report on talks with teachers and students involved in various projects that have been funded; keep track of expenditures, work done, problems encountered, requests made.

8. Ongoing Training: Continue to schedule special activities to provide leadership training that will assist foundation members in their efforts; also involve them in schoolwide (and beyond) activities that either have a direct service component or that will enhance their skills, knowledge, sensitivity, etc.

9. Final Feedback: Students summarize what was achieved at the seminar, focus on needs or agenda for upcoming seminar(s), and discuss thoughts and feelings about what they and their classmates are doing.

Lesson One
Worksheet #1

Suggestions for a Daily Journal

Keeping a daily journal not only provides a record of your community service activities, but can be a dialogue with yourself as you evaluate your efforts and their effect on you personally. Here are some questions to consider as you write.

About your work

- What do you do on a typical day at your placement?
- How has this changed since you first began there (different activities, more or less responsibility, etc.)?
- Tell about the best thing that happened this week—something someone said or did, something you said or did, an insight, a goal accomplished.
- What's the most difficult part of your work?
- What thing (or things) did you dislike most this week? Why?
- If you were in charge of the place where you volunteer, what would you do to improve it?
- If you were the supervisor, would you have the volunteers do anything different from what you are doing? Would you treat them differently?
- Tell about a person there who you find interesting or challenging to be with. Explain why.
- What do you feel is your main contribution?
- If a time warp placed you back at the first day of this program, what would you do differently the second time around?

About you

- How do people see you there? As a staff member? a friend? a student or what? What do you feel like when you're there?
- What did someone say to you that surprised you? Why?
- What compliments have been given and what did they mean to you? How did you react? What about criticisms and your reaction to them?
- Did you take (or avoid) some risk this week? Were there things you wanted to say or do that you didn't say or do?
- What happened that made you feel you would (or would not) like to do this as a career?
- What did you do this week that made you proud? Why?
- What feeling or idea about yourself seemed especially strong today?
- What insights have you gained into people (and what makes them happy or sad, successful or failures, pleasant or unpleasant, healthy or sick, etc.)?
- How similar is your impression of yourself to the impression others seem to have of you?
- Think back on a moment when you felt especially happy or satisfied. What does that tell you about yourself?

From *Youth Service: A Guidebook for Developing and Operating Effective Programs*. Reprinted with permission from Independent Sector, 1828 L Street N.W., Washington, D.C.

Closure

Ceremonies are wonderful milestones on our personal timeline. From birthdays to graduations and weddings, it is important to celebrate these moments. The end of the year for the students involved in SSPP is no exception. Because many other students outside of the foundation class have been involved in service, they should all be included in the day of celebration. The following is a possible outline for a day.

9:00 to 9:30 a.m. Registration

9:30 to 10:50 a.m. Reflective workshop. Groups of 8 students with a leader do paired interviews and then discuss the following:
1. What projects did you think were successful and why?
2. What did you learn about how a foundation works and how might this experience help you in the future?
3. What did you get from the experience? What did you learn about yourselves?
4. How do you evaluate SSPP?

11:00 a.m. to 12:00 noon Presentation of service projects by different groups. For example, one group might demonstrate an AIDS education project, another might show a video that they produced. Students plan the program.

12:00 to 12:30 p.m. Speeches. Invite school or community officials to speak in addition to student leaders. All introductions should be made by students. They are in charge of the day!
Presentation of certificates.
Closing video taken of students and their projects.

A checklist for planning an end-of-the-year celebration follows.

CERTIFICATES: On the reverse of this page is a sample of a certificate that was given out at a day of celebration. One of your students may be able to design such a certificate. What makes it special is the photo. One of the things students have learned to do this year is to work as a group, and a picture of that will bring back many good memories. Foundations are really about people helping people.

Checklist for Planning End-of-the-year Celebration

_____1. Students write about and share experience in party-giving, and compile list of tasks involved in planning and carrying out the event.

_____2. Students establish purpose of celebration (to introduce the foundation's existence to school, recognize winning proposals, provide a public speaking forum, share projects and celebrate achievements of projects).

_____3. Select masters of ceremonies, delegate students (or ask for volunteers)to be in be in charge of tasks brainstormed in #1.

_____4. Arrange for logistics (site, travel, participants, seating, sound equipment, etc.)

_____5. Arrange for refreshments.

_____6. Prepare budget for celebration.

_____7. Notify participants and honorees.

_____8. Prepare list of speakers/performers/presenters.

_____9. Prepare invitations and/or programs.

_____10. Set up agenda, time frame, etc.

_____11. Acknowledge assistance with thank-you notes.

_____12. Evaluate past receptions and student programs and rev ise model and format as desired.

_____13. Arrange for clean-up detail.

_____14. Evaluate event upon completion.

_____15. Consider educational value of program (inspiration, recognition, information, team-building, motivation, networking, etc.) at follow-up seminar meeting.

The Surdna Foundation
and
The New York City Board of Education
congratulate you,

Alex Aguilar

on your outstanding contributions to the community through the
Student Service and Philanthropy Project
as a member of the
Dreams Become Reality Foundation
of James Monroe High School.
You have shown that youth can make a difference.

Edward Skloot	Linda Frank	Tom Porton	Jimmie Warren
Executive Director	Project Director	Teacher	Principal
Surdna Foundation	Surdna Foundation	James Monroe H.S.	James Monroe H.S.

BEST COPY AVAILABLE

End-of-the-year Evaluation

Directions: Please complete this evaluation. Feel free to attach additional pages as necessary for a full explanation. This is important feedback because it will help us plan f or next year's foundation. Use essay, full-sentence format.

1. How well did the course work done during the first semester prepare you for the projects during the second semester?

2. Tell about the projects you were involved in during the spring.

3. What obstacles did you encounter? How did you deal with them?

4. What did you learn about yourself as a result of this experience?

5. To what extent did you observe changes in your fellow students who were members of the foundation?

6. How did participation in a project contribute to your self-esteem?

skills?

career awareness?

value placed on education?

concept of service?

communication skills?

7. How do you assess the scheduling of the weekly seminar for the second semester? What problems did it create, solve?

8. How do you recommend the program be changed next year to prepare students and run service projects more effectively?

Bibliography

Active Citizenship Today: Starter Kit. Close Up Foundation and Constitutional Rights Foundation, Alexandria, VA 22312. (703) 706-3300.

Conrad, Dan, and Heden, Diane, *Youth Service: A Guidebook for Developing and Operating Effective Programs*. Independent Sector, 1828 L Street N.W., Suite 1200, Washington, D.C. 20036. A great buy! $12.50. (202) 223-8100.

Gray, John W., and Pfeiffer, Angela Laird, *Skills for Leaders*. National Association of Secondary School Principals, Reston, VA. A good handbook for leadership skills. $9.00. (800) 253-7746.

Kendall, Jane C., and Associates, *Combining Service and Learning: Resource Book for Community and Public Service*, Vol. II. National Society for Internships and Experiential Education, Raleigh, NC. $32 for members, $54 for nonmembers. (919) 787-3263.

Lesko, Wendy Schaetzel, *No Kidding Around! America's Young Activists Are Changing Our World and You Can Too*. Information U.S.A., Inc., P.O. Box E, Kensington, MD 20895. Oral histories of young activists supplemented by a resource guide. (301) 942-6303.

Reaching Out: School-Based Community Source Programs. National Crime Prevention Council, 1700 K Street, N.W., Suite 200, Washington, D.C. 20006. 1988. $14.95. (202) 466-6272.

Reflection: The Key to Service Learning—A Guide for Program Leaders. National Center for Service Learning in Early Adolescence, 25 West 43rd Street, Suite 612, New York, NY 10036-8099. $15. Other publications on service available. (212) 642-2946.

Rohnke, Karl, *Silver Bullets*, Dubuque, Iowa: Kendall/Hunt Publishing Company. 1984. A guide to initiative problems, adventure games, stunts and trust activities. $18.50 plus shipping costs. (404) 784-9310 or (508) 468-7981.

You Can Change America. Earthworks Group, Earthworks Press, Berkeley, CA. A small collection of projects and ideas illustrating how individuals can help change America. Available in bookstores at $5.95.

Resources

Common Cents for New York, 685 West End Avenue, New York, NY 10025. Send $5 and a self-addressed #10 envelope to receive a starter kit for conducting a Penny Harvest.

"Foundations: The People and The Money," video and written materials prepared by The Foundation Center. Available through Karol Video, 350 North Pennsylvania Avenue, Wilkes-Barre, PA 18773. $29.95 plus shipping costs. (717) 822-8899.

National Conference of Christians and Jews, 71 Fifth Avenue, New York, NY 10003. Free leadership training. For training in New York area, call (212) 807-8440. For information on training given outside of New York, call (212) 206-0006.

National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609. A membership association that promotes the effective use of experience as an integral part of education. (919) 787-3263.

New York City Outward Bound Center, 140 West Street, Suite 2626, New York, NY 10007. (212) 608-8899.

Sources for annual reports:

Family Foundation
Surdna Foundation
1155 Avenue of the Americas
New York, NY 10036 (212) 730-0030

Corporate Foundation
Ben & Jerry's Foundation (A name everyone will recognize!)
P.O. Box 299
Waterbury, VT 05676-0299 (212) 244-6957

Community Foundation
The New York Community Trust
2 Park Avenue
New York, NY 10016 (212) 686-0010
(They also publish a nice quarterly newsletter detailing their grants in the New York area. A good example of how a community foundation allocates its funds.)

STUDENT SERVICE AND PHILANTHROPY PROJECT
TEACHER EVALUATION

You have just finished teaching with the Student Service and Philanthropy Project Resource Guide. What do you think worked, and what didn't? What additional information did you need? Please be as specific as possible. Any information about the success of the Project and the community service projects done by the students would also be appreciated.

Please send your comments to: Linda M. Frank, Student Service and Philanthropy Project, 310 West End Avenue, New York, NY 10023.